



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, May 7, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
<https://smc-edu.zoom.us/j/88008685421>

Meeting ID: 880 0868 5421

One tap mobile
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Dial by your location

- | | | |
|----------------------|----------------------|----------------------|
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Find your local number: <https://smc-edu.zoom.us/j/kog4GeKXL>

Members:

| | | | |
|---------------------------------|------------------|------------------|-------------------------|
| Redelia Shaw, <i>Chair</i> | Javier Cambron | Aileen Huang | Bobby Simmons |
| Dione Hodges, <i>Vice Chair</i> | Jihyeon Cha | Gary Huff | Briana Simmons |
| Jason Beardsley | Evelyn Chantani | Jesus Lopez | Lydia Strong |
| Mary Bober | Rachel Demski | Jacqueline Monge | Audra Wells |
| Fariba Bolandhemat | Susan Fila | Estela Narrie | Associated Students Rep |
| Walter Butler | Christina Gabler | Kevin Roberts | Associated Students Rep |
| Susan Caggiano | Walker Griffy | Scott Silverman | |

Interested Parties:

| | | | |
|-------------------|---------------------|----------------|-------------------|
| Stephanie Amerian | Sheila Cordova | Maral Hyeler | Steven Sedky |
| Clare Battista | Nathaniel Donahue | Matt Larcin | Esau Tovar |
| Maria Bonin | David Duncan (A.S.) | Maria Munoz | Guadalupe Salgado |
| Department Chairs | Kiersten Elliott | Stacy Neal | Olivia Vallejo |
| Nick Chambers | Tracie Hunter | Patricia Ramos | 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 (April 30, 2025)4
- V. Chair's Report

VI. Information Items

1. Common Course Numbering (CCN) Updates
2. Cal-GETC Updates

VII. Action Items

(Courses: Substantial Changes)

- a. COSM 95A Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)..... 7
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B
 - New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.
- b. COSM 95B Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)..... 19
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B
 - New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.
- c. COSM 95C Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)..... 31
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B
 - New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.
- d. COSM 95D Salon Experience (changed: course description, SLOs, course objectives, course content, methods of evaluation, methods of presentation, arranged hour activities, prerequisites; Added: prerequisites and advisories)..... 43
 - Prerequisite Before: Completion of all beginning courses. Cosmetology students must have completed at least 300 classroom hours; Skin Care students must have completed 60 classroom hours; Nail Care students must have completed 40 classroom hours.
 - New Prerequisite: COSM 10A and COSM 10B
 - New Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair.

- e. ESL 10G Multiple Skills Preparation: Listening, Speaking, and Grammar (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)..... 55
- f. ESL 10W Multiple Skills Preparation: Reading and Writing (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments) 57
- g. ESL 11A Basic English 1 (changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments)..... 59

(Programs: Revisions)

- h. 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 Redelia Shaw, Dione Hodges, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is May 21, 2025.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, April 30, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members Present:

| | | | |
|----------------------------|------------------|------------------|------------------|
| Redelia Shaw, <i>Chair</i> | Javier Cambron | Aileen Huang | Scott Silverman |
| Jason Beardsley | Jihyeon Cha | Jesus Lopez | Bobby Simmons |
| Mary Bober | Evelyn Chantani | Jacqueline Monge | Briana Simmons |
| Fariba Bolandhemat | Rachel Demski | Estela Narrie | Audra Wells |
| Walter Butler | Susan Fila | Kevin Roberts | Jason Huang (AS) |
| Susan Caggiano | Christina Gabler | | |

Members Absent:

| | | | |
|---------------|---------------|-----------|---------------|
| Dione Hodges* | Walker Griffy | Gary Huff | Lydia Strong* |
|---------------|---------------|-----------|---------------|

**Attended via Zoom – voting 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:

| | | | |
|-----------------|-----------------|-----------------|-------------------|
| Keith Graziadei | Jonathan Macias | Katya Rodriguez | Odemaris Valdivia |
|-----------------|-----------------|-----------------|-------------------|

(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 3:05 pm. Motion to approve the agenda with no revisions.

Motion made by: Christina Gabler; **Seconded by:** Scott Silverman
The motion passed unanimously.

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of April 2, 2025 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Kevin Roberts
The motion passed Y: 18; N: 0; A: 1 (Walter Butler)

V. Chair's Report

As a reminder, the Phase II (A) templates are now available and will be effective Fall 2026. There is a lot of great information and resources available in the curriculum canvas shell.

The ASCCC Curriculum Institute 2025 "To Boldly Explore Curriculum in an AI Universe" is now open for registration. The conference will be a hybrid event – offered online and on-ground in Ontario, CA. If you are interested in attending, please email Dione and Redelia.

VI. Information Items

1. Common Course Numbering (CCN) Updates

Redelia is notifying department chairs when templates are available.

Jason has discussed the possibility of a CCN faculty lead with the department chairs. A faculty lead could provide resources, field questions, possibly offer office hours to assist the CCN impacted departments with completing and submitting templates.

Estela encouraged departments to use Part 2 Optional sections on the template to maintain our specific COR descriptions, details, etc. This helps with articulation and transfer.

2. Cal-GETC Updates

COMM C1000 was approved for Cal-GETC Area 1C. We are waiting to hear back on the remaining areas/submissions.

VII. Action Items

(Courses: New)

a. REALES 10 Property Management

Motion to approve REALES 10 with correction to ISBN for textbook #2.

Motion made by: Susan Caggiano; **Seconded by:** Estela Narrie

The motion passed unanimously.

b. REALES 11 Affordable Housing Property Management

Motion to approve REALES 11 with no revisions.

Motion made by: Walter Butler; **Seconded by:** Aileen Huang

The motion passed unanimously.

(Courses: Distance Education)

c. REALES 10 Property Management

Motion to approve distance education for REALES 10 with no revisions.

Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman

The motion passed unanimously.

d. REALES 11 Affordable Housing Property Management

Motion to approve distance education for REALES 11 with no revisions.

Motion made by: Walter Butler; **Seconded by:** Kevin Roberts

The motion passed unanimously.

(Courses: Substantial Changes)

e. ESL 19A English Fundamentals 1 (Changed: course description, SLOs, course objectives, lab content, methods of evaluation, textbooks, sample assignments)

Motion to approve changes to ESL 19A with additional correction to add UC transfer, revision to the course description to remove "ESL 19A: 4 transferable units.", and revision to the catalog note to add "ESL 11B, 21A, 21B, ESL 19A and 19B combined: maximum UC transferrable credit, 8 units."

Motion made by: Susan Caggiano; **Seconded by:** Audra Wells

The motion passed unanimously.

f. ESL 19B English Fundamentals 2 (Changed: course description, SLOs, course objectives, course content, methods of evaluation, textbooks, sample assignments)

Motion to approve changes to ESL 19B with correction to add UC transfer, and revision to the catalog note: "ESL 11B, 21A, 21B, ESL 19A and 19B combined: maximum UC transferrable credit, 8 units."

Motion made by: Jason Beardsley; **Seconded by:** Susan Caggiano

The motion passed unanimously.

(Programs: New)

g. Introduction to Salesforce Certificate of Achievement

Motion to approve Introduction to Salesforce Certificate of Achievement with revision to PLO #2 (change “practice using” to “apply”)

Motion made by: Scott Silverman; **Seconded by:** Jason Beardsley

The motion passed unanimously.

(Programs: Revisions)

h. Early Childhood Education AS-T

- SLO/PLO mapping
- Catalog description and PLO updates

Motion to approve changes to Early Childhood Education AS-T with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Scott Silverman

The motion passed unanimously.

i. Interior Architectural Design Fundamentals Certificate of Achievement

- SLO/PLO mapping

Motion to approve changes to Interior Architectural Design Fundamentals Certificate of Achievement with additional revision to remove mapped SLO: “ARC 10: Students will exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.”

Motion made by: Audra Wells; **Seconded by:** Bobby Simmons

The motion passed unanimously.

j. QuickBooks Virtual Enterprise Certificate of Achievement

- SLO/PLO mapping
- Removing BUS 60
- Accounting: Adding ACCTG 22 (from ACCTG 1 or 21 to ACCTG 1 or 21 *and* 22)
- Other Specialty: Adding CIS 2 as option for CIS 35A (from CIS 35A to CIS 2 *or* CIS 35A)

Motion to approve changes to QuickBooks Virtual Enterprise Certificate of Achievement with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Christina Gabler

The motion passed unanimously.

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

Motion made by: Scott Silverman; **Seconded by:** Audra Wells

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:08 pm.

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

The motion passed unanimously.

Substantial Change: COSMETOLOGY 95A, Salon Experience

| | |
|--|---|
| Units: | 1.00 |
| Total Instructional Hours (usually 18 per unit): | 54.00 |
| Hours per week (full semester equivalent) in Lecture: | 0.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 3.00 |
| Outside-of-Class Hours: | 0.00 |
| Transferability: | None |
| Degree Applicability: | Credit - Degree Applicable |
| Prerequisite(s): | COSM 10A and COSM 10B |
| Advisory(s): | Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

I. Catalog Description

This course is a module of a variable unit, variable hour, open-entry/open-exit experience provides the opportunity to obtain practical salon training working on patrons. The practical work is as close to the actual beauty salon experience as possible. Students will earn hours toward the required practical hours and operations to be eligible to take the California State Board of Barbering, Cosmetology, Esthetics, Nail Care and/or Hair-styling exam, under the supervision of faculty.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Explain strategies for collaborating with associates and supervisors in a salon environment.
2. Demonstrate effective management and interaction with a diverse clientele in a cosmetology salon.
3. Implement effective time management strategies to serve clients efficiently in a salon setting.
4. Fulfill the required hours to qualify for the California State Board Exam.

IIIb. Arranged Hours Objectives:

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

1. All hours for this course are "arranged." Please see "course objectives."

IV. Methods of Presentation:

Critique, Observation and Demonstration, Lab, Lab, Visiting Lecturers, Individualized Instruction, Field Experience

IVb. Arranged Hours Instructional Activities:

Observation and Demonstration, Lab, Field Experience, Critique, Visiting Lecturers, Individualized Instruction

V. Course Content

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 100.000% | The application of skills in a salon setting under the direction of faculty. The course is designed to meet the specific requirements of the State Board of Barbering and Cosmetology and prepare students for the workforce. |
| 100.000% | Total |

VI. Methods of Evaluation

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 100% | Class Work: Satisfactory evaluation by faculty members on the student's work performed in the salon on patrons. |

| | |
|------|-------|
| 100% | Total |
|------|-------|

VII. Sample Assignments:

#1: Given a client, perform a haircut.

#2: Given a client, perform a specified service.

VIII. Student Learning Outcomes:

1. Demonstrate effective time management strategies to provide efficient client service.
2. Apply current cosmetology techniques, industry trends, and technology skills in a salon setting through hands-on practice.
3. Perform a service based on client consultation and needs, following state board procedures to achieve a positive outcome.

ADVISORY Checklist and Worksheet

COSMETOLOGY 95A

Proposed Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.

Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.

Barber crossover students should email the Cosmetology Dept Chair

SECTION 1 - CONTENT REVIEW:

| Criterion | N/A | Yes | No |
|--|-----|----------|----|
| 1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria. | | X | |
| 4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below). | | X | |
| 6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory. | | X | |
| 7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course. | | X | |
| 8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course. | | X | |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files. | | X | |

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 95A**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

| | |
|----|---|
| A) | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| B) | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| C) | Barber crossover students should email the Cosmetology Dept Chair |
| D) | |
| E) | |
| F) | |

EXIT SKILLS (objectives)

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

| | |
|----|---|
| 1. | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| 2. | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| 3. | Barber crossover students should email the Cosmetology Dept Chair |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

| EXIT SKILLS From : Completion of 650 hours in cosmetology courses | ENTRANCE SKILLS FOR: COSMETOLOGY 95A | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| 1 | X | | | | | | | | |
| 2 | | | X | | | | | | |
| 3 | | | | X | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Skin Care and Manicuring students need to have completed and passed level 1 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Barber crossover students should email the Cosmetology Dept Chair

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95A Salon Experience |
| Prerequisite: Cosmetology 10A - Related Science 1A |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10B, Related Science 1B |
| |

Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.
 Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.
 Barber crossover students should email the Cosmetology Dept Chair

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

| Criterion | Me t | 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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please

identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

___ **Complete the Prerequisite Worksheet**

Complete Data Analysis

___ Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

___ Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

___ **Data must be collected according to sound research principles in order to justify such prerequisites.**

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.

- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR **COSMETOLOGY 95A Salon Experience**

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

| | |
|----|--|
| A) | List the types and classifications of bacteria |
| B) | Explain the differences between cleaning, disinfecting, and sterilizing. |
| C) | List the types of disinfectants and how they are used. |
| D) | Describe how to safely clean and disinfect salon tools and implements. |
| E) | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| F) | Discuss Universal Precautions. |
| G) | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

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

| | |
|----|--|
| 1. | List the types and classifications of bacteria |
| 2. | Explain the differences between cleaning, disinfecting, and sterilizing. |
| 3. | List the types of disinfectants and how they are used. |
| 4. | Describe how to safely clean and disinfect salon tools and implements. |
| 5. | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| 6. | Discuss Universal Precautions. |
| 7. | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| 8. | |

| EXIT SKIL LS FOR Cosm 10A - Relat ed | ENTRANCE SKILLS FOR COSMETOLOGY 95A Salon Experience | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |

| | | | | | | | | | |
|----------------|---|--|--|--|--|--|---|---|--|
| Scien ce 1A | 6 | | | | | | x | | |
| | 7 | | | | | | | x | |
| | 8 | | | | | | | | |

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95A Salon Experience |
| Prerequisite: Cosmetology 10B - Related Science 1B |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10A - Related Science 1A |
| Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

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

| Criterion | Me t | 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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 95A Salon Experience

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

| | |
|----|--|
| A) | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| B) | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| C) | Define professional ethics. |
| D) | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| E) | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| F) | |
| G) | |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

| | |
|----|--|
| 1. | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| 2. | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| 3. | Define professional ethics. |
| 4. | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| 5. | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| 6. | |
| 7. | |
| 8. | |

| EXIT SKIL LS FOR Cos metol ogy 10B - Relat ed Scie nce 1B | ENTRANCE SKILLS FOR COSMETOLOGY 95A Salon Experience | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

Substantial Change: COSMETOLOGY 95B, Salon Experience

| | |
|--|---|
| Units: | 2.00 |
| Total Instructional Hours (usually 18 per unit): | 108.00 |
| Hours per week (full semester equivalent) in Lecture: | 0.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 6.00 |
| Outside-of-Class Hours: | 0.00 |
| Transferability: | None |
| Degree Applicability: | Credit - Degree Applicable |
| Prerequisite(s): | COSM 10A and COSM 10B |
| Advisory(s): | Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

I. Catalog Description

This course is a module of a variable unit, variable hour, open-entry/open-exit experience provides the opportunity to obtain practical salon training working on patrons. The practical work is as close to the actual beauty salon experience as possible. Students will earn hours toward the required practical hours and operations to be eligible to take the California State Board of Barbering, Cosmetology, Esthetics, Nail Care and/or Hair-styling exam, under the supervision of faculty.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Explain strategies for collaborating with associates and supervisors in a salon environment.
2. Demonstrate effective management and interaction with a diverse clientele in a cosmetology salon.
3. Implement effective time management strategies to serve clients efficiently in a salon setting.
4. Fulfill the required hours to qualify for the California State Board Exam.

IIIb. Arranged Hours Objectives:

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

1. All hours for this course are "arranged." Please see "course objectives."

IV. Methods of Presentation:

Critique, Observation and Demonstration, Field Experience, Lab, Visiting Lecturers, Individualized Instruction

IVb. Arranged Hours Instructional Activities:

Observation and Demonstration, Field Experience, Lab, Critique, Visiting Lecturers, Individualized Instruction

V. Course Content

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 100.000% | The application of skills in a salon setting under the direction of faculty. The course is designed to meet the specific requirements of the State Board of Barbering and Cosmetology and prepare students for the workforce. |
| 100.000% | Total |

VI. Methods of Evaluation

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|--------------|
|--------------------|--------------|

| | |
|------|---|
| 100% | Class Work: Satisfactory evaluation by faculty members on the student's work performed in the salon on patrons. |
| 100% | Total |

VII. Sample Assignments:

#1: Given a client, perform a specified service.

#2: Given a client, perform a consultation.

VIII. Student Learning Outcomes:

1. Perform a service based on client consultation and needs, following state board procedures to achieve a positive outcome.
2. Apply current cosmetology techniques, industry trends, and technology skills in a salon setting through hands-on practice.
3. Demonstrate effective time management strategies to provide efficient client service.

ADVISORY Checklist and Worksheet

COSMETOLOGY 95B

Proposed Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.

Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.

Barber crossover students should email the Cosmetology Dept Chair

SECTION 1 - CONTENT REVIEW:

| Criterion | N/A | Yes | No |
|--|-----|----------|----|
| 1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria. | | X | |
| 4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below). | | X | |
| 6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory. | | X | |
| 7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course. | | X | |
| 8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course. | | X | |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files. | | X | |

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 95B**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

| | |
|----|---|
| A) | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| B) | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| C) | Barber crossover students should email the Cosmetology Dept Chair |
| D) | |
| E) | |
| F) | |

EXIT SKILLS (objectives)

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

| | |
|----|---|
| 1. | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| 2. | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| 3. | Barber crossover students should email the Cosmetology Dept Chair |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

| EXIT SKILLS From : Completion of 650 hours in cosmetology courses | ENTRANCE SKILLS FOR: COSMETOLOGY 95B | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| 1 | X | | | | | | | | |
| 2 | | | X | | | | | | |
| 3 | | | | X | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Skin Care and Manicuring students need to have completed and passed level 1 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Barber crossover students should email the Cosmetology Dept Chair

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95B Salon Experience |
| Prerequisite: Cosmetology 10A - Related Science 1A |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10B, Related Science 1B |
| |

Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.
 Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.
 Barber crossover students should email the Cosmetology Dept Chair

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

| Criterion | Me t | 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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please

identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

___ **Complete the Prerequisite Worksheet**

Complete Data Analysis

___ Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

___ Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

___ **Data must be collected according to sound research principles in order to justify such prerequisites.**

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.

- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR **COSMETOLOGY 95B Salon Experience**

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

| | |
|----|--|
| A) | List the types and classifications of bacteria |
| B) | Explain the differences between cleaning, disinfecting, and sterilizing. |
| C) | List the types of disinfectants and how they are used. |
| D) | Describe how to safely clean and disinfect salon tools and implements. |
| E) | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| F) | Discuss Universal Precautions. |
| G) | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

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

| | |
|----|--|
| 1. | List the types and classifications of bacteria |
| 2. | Explain the differences between cleaning, disinfecting, and sterilizing. |
| 3. | List the types of disinfectants and how they are used. |
| 4. | Describe how to safely clean and disinfect salon tools and implements. |
| 5. | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| 6. | Discuss Universal Precautions. |
| 7. | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| 8. | |

| EXIT SKIL LS FOR Cosm 10A - Relat ed | ENTRANCE SKILLS FOR COSMETOLOGY 95B Salon Experience | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |

| | | | | | | | | | |
|----------------|---|--|--|--|--|--|---|---|--|
| Scien ce 1A | 6 | | | | | | x | | |
| | 7 | | | | | | | x | |
| | 8 | | | | | | | | |

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95B Salon Experience |
| Prerequisite: Cosmetology 10B - Related Science 1B |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10A - Related Science 1A |
| Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

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

| Criterion | Me t | 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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 95B Salon Experience

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

| | |
|----|--|
| A) | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| B) | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| C) | Define professional ethics. |
| D) | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| E) | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| F) | |
| G) | |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

| | |
|----|--|
| 1. | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| 2. | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| 3. | Define professional ethics. |
| 4. | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| 5. | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| 6. | |
| 7. | |
| 8. | |

| EXIT SKIL LS FOR Cos metol ogy 10B - Relat ed Scie nce 1B | ENTRANCE SKILLS FOR COSMETOLOGY 95B Salon Experience | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

Substantial Change: COSMETOLOGY 95C, Salon Experience

| | |
|--|---|
| Units: | 3.00 |
| Total Instructional Hours (usually 18 per unit): | 162.00 |
| Hours per week (full semester equivalent) in Lecture: | 0.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 9.00 |
| Outside-of-Class Hours: | 0.00 |
| Transferability: | None |
| Degree Applicability: | Credit - Degree Applicable |
| Prerequisite(s): | COSM 10A and COSM 10B |
| Advisory(s): | Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

I. Catalog Description

This course is a module of a variable unit, variable hour, open-entry/open-exit experience provides the opportunity to obtain practical salon training working on patrons. The practical work is as close to the actual beauty salon experience as possible. Students will earn hours toward the required practical hours and operations to be eligible to take the California State Board of Barbering, Cosmetology, Esthetics, Nail Care and/or Hair-styling exam, under the supervision of faculty.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Explain strategies for collaborating with associates and supervisors in a salon environment.
2. Demonstrate effective management and interaction with a diverse clientele in a cosmetology salon.
3. Implement effective time management strategies to serve clients efficiently in a salon setting.
4. Fulfill the required hours to qualify for the California State Board Exam.

IIIb. Arranged Hours Objectives:

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

1. All hours for this course are "arranged." Please see "course objectives."

IV. Methods of Presentation:

Critique, Observation and Demonstration, Field Experience, Lab, Visiting Lecturers, Individualized Instruction

IVb. Arranged Hours Instructional Activities:

Observation and Demonstration, Field Experience, Lab, Visiting Lecturers, Individualized Instruction

V. Course Content

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 100.000% | The application of skills in a salon setting under the direction of faculty. The course is designed to meet the specific requirements of the State Board of Barbering and Cosmetology and prepare students for the workforce. |
| 100.000% | Total |

VI. Methods of Evaluation

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 100% | Class Work: Satisfactory evaluation by faculty members on the student's work performed in the salon on patrons. |

| | |
|------|-------|
| 100% | Total |
|------|-------|

VII. Sample Assignments:

#1: Given a client, perform a specified service.

#2: Given a client, do a client consultation.

VIII. Student Learning Outcomes:

1. Demonstrate effective time management strategies to provide efficient client service.
2. Apply current cosmetology techniques, industry trends, and technology skills in a salon setting through hands-on practice.
3. Perform a service based on client consultation and needs, following state board procedures to achieve a positive outcome.

ADVISORY Checklist and Worksheet

COSMETOLOGY 95C

Proposed Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.

Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.

Barber crossover students should email the Cosmetology Dept Chair

SECTION 1 - CONTENT REVIEW:

| Criterion | N/A | Yes | No |
|--|-----|----------|----|
| 1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria. | | X | |
| 4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below). | | X | |
| 6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory. | | X | |
| 7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course. | | X | |
| 8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course. | | X | |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files. | | X | |

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 95C**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

| | |
|----|---|
| A) | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| B) | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| C) | Barber crossover students should email the Cosmetology Dept Chair |
| D) | |
| E) | |
| F) | |

EXIT SKILLS (objectives)

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

| | |
|----|---|
| 1. | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| 2. | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| 3. | Barber crossover students should email the Cosmetology Dept Chair |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

| | | ENTRANCE SKILLS FOR: COSMETOLOGY 95C | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| EXIT SKILLS From : Completion of 650 hours in cosmetology courses | | A | B | C | D | E | F | G | H |
| | 1 | X | | | | | | | |
| | 2 | | X | | | | | | |
| | 3 | | | X | | | | | |
| | 4 | | | | | | | | |
| | 5 | | | | | | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

modified 12/02/2016

Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Skin Care and Manicuring students need to have completed and passed level 1 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Barber crossover students should email the Cosmetology Dept Chair

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95C Salon Experience |
| Prerequisite: Cosmetology 10A - Related Science 1A |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10B, Related Science 1B |
| |

Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.
 Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.
 Barber crossover students should email the Cosmetology Dept Chair

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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please

identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

___ **Complete the Prerequisite Worksheet**

Complete Data Analysis

___ Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

___ Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

___ **Data must be collected according to sound research principles in order to justify such prerequisites.**

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.

- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR **COSMETOLOGY 95C Salon Experience**

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

| | |
|----|--|
| A) | List the types and classifications of bacteria |
| B) | Explain the differences between cleaning, disinfecting, and sterilizing. |
| C) | List the types of disinfectants and how they are used. |
| D) | Describe how to safely clean and disinfect salon tools and implements. |
| E) | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| F) | Discuss Universal Precautions. |
| G) | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

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

| | |
|----|--|
| 1. | List the types and classifications of bacteria |
| 2. | Explain the differences between cleaning, disinfecting, and sterilizing. |
| 3. | List the types of disinfectants and how they are used. |
| 4. | Describe how to safely clean and disinfect salon tools and implements. |
| 5. | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| 6. | Discuss Universal Precautions. |
| 7. | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| 8. | |

| EXIT SKIL LS FOR Cosm 10A - Relat ed | ENTRANCE SKILLS FOR COSMETOLOGY 95C Salon Experience | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |

| | | | | | | | | | |
|----------------|---|--|--|--|--|--|---|---|--|
| Scien ce 1A | 6 | | | | | | x | | |
| | 7 | | | | | | | x | |
| | 8 | | | | | | | | |

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95C Salon Experience |
| Prerequisite: Cosmetology 10B - Related Science 1B |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10A - Related Science 1A |
| Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

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

| Criterion | Me t | 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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 95C Salon Experience

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

| | |
|----|--|
| A) | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| B) | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| C) | Define professional ethics. |
| D) | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| E) | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| F) | |
| G) | |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

| | |
|----|--|
| 1. | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| 2. | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| 3. | Define professional ethics. |
| 4. | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| 5. | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| 6. | |
| 7. | |
| 8. | |

| EXIT SKILLS FOR Cosmetology 10B - Related Science 1B | ENTRANCE SKILLS FOR COSMETOLOGY 95C Salon Experience | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

Substantial Change: COSMETOLOGY 95D, Salon Experience

| | |
|--|---|
| Units: | 4.00 |
| Total Instructional Hours (usually 18 per unit): | 216.00 |
| Hours per week (full semester equivalent) in Lecture: | 0.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 12.00 |
| Outside-of-Class Hours: | 0.00 |
| Transferability: | None |
| Degree Applicability: | Credit - Degree Applicable |
| Prerequisite(s): | COSM 10A and COSM 10B |
| Advisory(s): | Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

I. Catalog Description

This course is a module of a variable unit, variable hour, open-entry/open-exit experience provides the opportunity to obtain practical salon training working on patrons. The practical work is as close to the actual beauty salon experience as possible. Students will earn hours toward the required practical hours and operations to be eligible to take the California State Board of Barbering, Cosmetology, Esthetics, Nail Care and/or Hair-styling exam, under the supervision of faculty.

II. Examples of Appropriate Text or Other Required Reading:

III. Course Objectives

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

1. Explain strategies for collaborating with associates and supervisors in a salon environment.
2. Demonstrate effective management and interaction with a diverse clientele in a cosmetology salon.
3. Implement effective time management strategies to serve clients efficiently in a salon setting.
4. Fulfill the required hours to qualify for the California State Board Exam.

IIIb. Arranged Hours Objectives:

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

1. All hours for this course are "arranged." Please see "course objectives."

IV. Methods of Presentation:

Critique, Observation and Demonstration, Field Experience, Lab, Visiting Lecturers, Individualized Instruction

IVb. Arranged Hours Instructional Activities:

Observation and Demonstration, Field Experience, Lab, Critique, Visiting Lecturers, Individualized Instruction

V. Course Content

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 100.000% | The application of skills in a salon setting under the direction of faculty. The course is designed to meet the specific requirements of the State Board of Barbering and Cosmetology and prepare students for the workforce. |
| 100.000% | Total |

VI. Methods of Evaluation

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|--------------|
|--------------------|--------------|

| | |
|------|---|
| 100% | Class Work: Satisfactory evaluation by faculty members on the student's work performed in the salon on patrons. |
| 100% | Total |

VII. Sample Assignments:

#1: Given a client, perform a specified service.

#2: Given a client, perform a consultation.

VIII. Student Learning Outcomes:

1. Demonstrate effective time management strategies to provide efficient client service.
2. Apply current cosmetology techniques, industry trends, and technology skills in a salon setting through hands-on practice.
3. Perform a service based on client consultation and needs, following state board procedures to achieve a positive outcome.

ADVISORY Checklist and Worksheet

COSMETOLOGY 95D

Proposed Advisory: Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.

Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.

Barber crossover students should email the Cosmetology Dept Chair

SECTION 1 - CONTENT REVIEW:

| Criterion | N/A | Yes | No |
|--|-----|----------|----|
| 1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria. | | X | |
| 4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below). | | X | |
| 6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory. | | X | |
| 7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course. | | X | |
| 8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course. | | X | |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files. | | X | |

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **COSMETOLOGY 95D**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

| | |
|----|---|
| A) | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| B) | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| C) | Barber crossover students should email the Cosmetology Dept Chair |
| D) | |
| E) | |
| F) | |

EXIT SKILLS (objectives)

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

| | |
|----|---|
| 1. | Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. |
| 2. | Skin Care and Manicuring students need to have completed and passed level 1 hands on practical courses that pertain to their program. |
| 3. | Barber crossover students should email the Cosmetology Dept Chair |
| 4. | |
| 5. | |
| 6. | |
| 7. | |

| EXIT SKILLS From : Completion of 650 hours in cosmetology courses | ENTRANCE SKILLS FOR: COSMETOLOGY 95D | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| 1 | X | | | | | | | | |
| 2 | | | X | | | | | | |
| 3 | | | | X | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |

If the advisory proposed is a **NON-COURSE ADVISORY** (i.e., ability to do x), please explain the reasoning/rationale for this advisory, as well as, the non-course opportunities available for students to acquire the recommended skills:

modified 12/02/2016

Cosmetology, Barber and Hair-styling students need to have completed and passed level 1 and 2 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Skin Care and Manicuring students need to have completed and passed level 1 hands-on practical courses that pertain to their program in order to have the knowledge and practice needed to perform services on clients.

Barber crossover students should email the Cosmetology Dept Chair

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95D Salon Experience |
| Prerequisite: Cosmetology 10A - Related Science 1A |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10B, Related Science 1B |
| |

Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program.
 Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program.
 Barber crossover students should email the Cosmetology Dept Chair

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

| Criterion | Me t | 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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please

identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

___ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

___ **Complete the Prerequisite Worksheet**

Complete Data Analysis

___ Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

___ Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

___ **Data must be collected according to sound research principles in order to justify such prerequisites.**

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.

- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR **COSMETOLOGY 95D Salon Experience**

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

| | |
|----|--|
| A) | List the types and classifications of bacteria |
| B) | Explain the differences between cleaning, disinfecting, and sterilizing. |
| C) | List the types of disinfectants and how they are used. |
| D) | Describe how to safely clean and disinfect salon tools and implements. |
| E) | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| F) | Discuss Universal Precautions. |
| G) | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10A - Related Science 1A

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

| | |
|----|--|
| 1. | List the types and classifications of bacteria |
| 2. | Explain the differences between cleaning, disinfecting, and sterilizing. |
| 3. | List the types of disinfectants and how they are used. |
| 4. | Describe how to safely clean and disinfect salon tools and implements. |
| 5. | Define the roots of hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted. |
| 6. | Discuss Universal Precautions. |
| 7. | Identify the anatomy of the chest, neck, head, hands and feet for the field of cosmetology. |
| 8. | |

| EXIT SKIL LS FOR Cosm 10A - Relat ed | ENTRANCE SKILLS FOR COSMETOLOGY 95D Salon Experience | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |

| | | | | | | | | | |
|----------------|---|--|--|--|--|--|---|---|--|
| Scien ce 1A | 6 | | | | | | x | | |
| | 7 | | | | | | | x | |
| | 8 | | | | | | | | |

Prerequisite / Corequisite Checklist and Worksheet

| |
|--|
| COSMETOLOGY 95D Salon Experience |
| Prerequisite: Cosmetology 10B - Related Science 1B |
| Other prerequisites, corequisites, and advisories also required for this course: |
| Cosmetology 10A - Related Science 1A |
| Advisory - Cosmetology, Barber and Hair-styling students must have completed and passed level 1 and 2 hands-on practical courses that pertain to their program. Skin Care and Manicuring students must have completed and passed level 1 hands on practical courses that pertain to their program. Barber crossover students should email the Cosmetology Dept Chair |

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

| Criterion | Me t | 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:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

- ___ Type 1: Standard Prerequisite (required prerequisite at UC or CSU)
 Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

Complete the Prerequisite Worksheet

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

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

Complete the Prerequisite Worksheet

Complete Data Analysis

Type 4: Program prerequisites

Prerequisite must be required for at least one of the courses in the program. Explain:

Type 5: Health and Safety

Students who lack the prerequisite might endanger themselves, other students or staff. Explain:

Type 6: Recency and other measures of readiness (miscellaneous)

Data must be collected according to sound research principles in order to justify such prerequisites.

Complete the Prerequisite Worksheet

Prerequisites using Content Review

In order to properly justify/substantiate any prerequisite, we need to first determine what skills are necessary for students to be successful (skills without which they will likely not succeed (i.e., pass the course)).

- Keep in mind that “success” in the course means “passing” the course. “Success” does not mean “more likely to get a B or higher”.

Once we’ve identified what are the “entrance skills” necessary for success, we then need to look at the “exit skills” (objectives) of our existing courses to determine which of our courses sufficiently prepares students (based on the entrance skills) to be successful in the course in question.

- It is highly unlikely that there will be a “1-to-1 relationship” between the entrance skills and exits skills.
 - o Course A, for example, may have 10 objectives, but perhaps only 5 (or even just 1) are essential for success in Course B. Only the relevant exit skills should be used to justify/substantiate a prerequisite.

Completing the prerequisite worksheet:

The entrance skills must be worded as SKILLS. “What skills do students need to have BEFORE the course begins in order to be successful?”

For example:

- “Learn how to read college level textbooks” is NOT an entrance skill.
- “Ability to read college level textbooks” IS an entrance skill.

Once the entrance skills are determined, we can then figure out which course(s) are necessary as prerequisites (based on matching up the exit skills (objectives) of that course(s) with the entrance skills of the course in question).

Prerequisite Worksheet

ENTRANCE SKILLS FOR COSMETOLOGY 95D Salon Experience

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

| | |
|----|--|
| A) | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| B) | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| C) | Define professional ethics. |
| D) | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| E) | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| F) | |
| G) | |
| H) | |

EXIT SKILLS (objectives) FOR Cosmetology 10B - Related Science 1B

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

| | |
|----|--|
| 1. | Demonstrate guidelines to maintain a healthy body and mind. Define personality. |
| 2. | List the purpose and function of the State Board of Cosmetology and Cosmetology Department Rules and Regulations. |
| 3. | Define professional ethics. |
| 4. | List the qualities of effective communication. Demonstrate good human relations and a professional attitude. |
| 5. | Explain the safety precaution to be employed to protect the public's health and safety in cosmetological establishments. |
| 6. | |
| 7. | |
| 8. | |

| EXIT SKILLS FOR Cosmetology 10B - Related Science 1B | ENTRANCE SKILLS FOR COSMETOLOGY 95D Salon Experience | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|
| | | A | B | C | D | E | F | G | H |
| | 1 | x | | | | | | | |
| | 2 | | x | | | | | | |
| | 3 | | | x | | | | | |
| | 4 | | | | x | | | | |
| | 5 | | | | | x | | | |
| | 6 | | | | | | | | |
| | 7 | | | | | | | | |
| | 8 | | | | | | | | |

**Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 10G, Multiple Skills
Preparation: Listening, Speaking, and Grammar**

| | |
|--|--------------------------------|
| Units: | 6.00 |
| Total Instructional Hours (usually 18 per unit): | 108.00 |
| Hours per week (full semester equivalent) in Lecture: | 6.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours: | 216.00 |
| Transferability: | N/A |
| Degree Applicability: | Credit - Not Degree Applicable |

I. Catalog Description

ESL 10G is a low-intermediate multi-skills course that helps English language learners improve their listening, speaking, and grammar.

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. Pathways: Listening, Speaking, and Critical Thinking 1, 3rd Ed., Hughes, J. & Chase, B.T., Cengage National Geographic Learning © 2023, ISBN: 9780357978733
2. Grammar Explorer 1, 1st Ed., Mackey, D., Cengage National Geographic Learning © 2015, ISBN: 97811113501192
3. Elements of Success 1, 1st Ed., Ediger, A., Falk, R., & Vargo, M., Oxford University Press © 2014, ISBN: 9780194028202

III. Course Objectives

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

1. Answer questions and paraphrase main ideas and details in short listening passages
2. Use contextual clues to identify meaning of new vocabulary
3. Identify main ideas, supporting details, facts, and opinions in short listening passages
4. Listen for examples, definitions, and reasons in short listening passages
5. Identify and use the following in speaking and writing: statement and question formation; count/noncount nouns; pronouns; singulars and plurals; subject-verb agreement (including there is/are); prepositional phrases of location, direction, and time; simple modals; present, past and future time
6. Identify parts of speech
7. Use contextual clues and cohesive markers to determine meaning in short listening passages
8. Ask and answer questions about everyday routines and past and future events orally and in writing
9. Take notes on a short listening passage (using graphic organizers)
10. Identify a speaker's purpose

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Other Methods: Small group and pair activities Student presentations
Multimedia

V. Course Content

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 35.000% | Grammar work in pairs/small groups and whole group explanations/discussions of grammar points including statement and question formation, count/non-count nouns; pronouns; singulars and plurals; subject-verb agreement (including there is /are); prepositional phrases of location, direction, and time; simple modals; present, past, and future time |
| 25.000% | Listening to short passages to identify: main ideas, supporting ideas, facts and details, and meaning |
| 30.000% | Speaking, including prepared and spontaneous oral tasks e.g. presentations, role playing, dialogues, and interviews. |

| | |
|----------|------------|
| 10.000% | Vocabulary |
| 100.000% | Total |

VI. Methods of Evaluation

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---------------------------------|
| 20% | Final exam |
| 20% | Homework: Homework and Journals |
| 10% | Class Participation |
| 10% | Oral Presentation |
| 10% | Quizzes |
| 30% | Exams/Tests: Unit Tests |
| 100% | Total |

VII. Sample Assignments:

Sample Assignment #1: Advertisement Descriptions: 1. Sit with your assigned group. 2. Look at the ad that your group has been given. With your group members, write what you see in the photo using the present continuous tense. 3. Next, using the simple present tense, write down what you think the message of the ad is. 4. Lastly, explain whether you think the ad is effective or not. 5. Pass your ad to the next group and take the next ad. You will write about 5 ads in total.

Sample Assignment #2: Vocabulary Presentation: 1. Find your assigned slide in the Google Slide presentation. 2. Add your name, the vocabulary word, the part of speech, and a sample sentence which uses the vocabulary word to your assigned slide. Add an image that represents the vocabulary word. 3. When it is your turn, present your vocabulary word slide to the class. 4. Access the class slide presentation to review the vocabulary words before the quiz

VIII. Student Learning Outcomes:

1. Plan and deliver a 3-4 minute oral presentation on a familiar theme or topic.
2. Use basic grammatical structures (present, past, future tense, count and non-count nouns, and correct word order) to create sentences, questions, and responses.
3. Use strategies to understand short listening passages.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 10W, Multiple Skills Preparation: Reading and Writing

| | |
|--|--------------------------------|
| Units: | 6.00 |
| Total Instructional Hours (usually 18 per unit): | 108.00 |
| Hours per week (full semester equivalent) in Lecture: | 6.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours: | 216.00 |
| Transferability: | N/A |
| Degree Applicability: | Credit - Not Degree Applicable |

I. Catalog Description

ESL 10W is a low-intermediate multi-skills course that helps English language learners improve their reading and writing skills in a multicultural setting. This course focuses on composing a variety of sentence types in present, past, and future tense, reading comprehension, and vocabulary.

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. Pathways 1: Reading, Writing, and Critical Thinking, 3rd Ed., Vargo, M. and Blass, L., & Sherman, K., Cengage National Geographic Learning © 2024, ISBN: 9780357979563
2. Great Writing 1, 5th Ed., Folse, S., Vestri Solomon, E., & Muchmore-Vokoun, A., Cengage National Geographic Learning © 2020, ISBN: 9798214333069
3. Q: Skills for Success - Reading and Writing Level 1, 3rd Ed., Lynn, S., Oxford University Press © 2019, ISBN: 9780194903929

III. Course Objectives

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

1. Distinguish and use correct word order in various sentence types
2. Construct simple, compound (and, but, so), and complex sentences using time clauses (after, before, when), reason clauses (because), and real conditionals (if)
3. Demonstrate reading comprehension by answering questions and paraphrasing
4. Paraphrase sentences and short reading passages to demonstrate understanding
5. Identify main ideas, supporting details, facts, opinions and inferences in reading passages
6. Identify contextual clues e.g. embedded definitions, transition words, pronoun reference, and word forms in reading passages and use them to determine meaning
7. Compose, revise, and edit for: statement and question formation; count/non-count nouns; pronouns; singulars and plurals; subject-verb agreement (including there is/are); prepositional phrases of location, direction, and time; simple modals; present, past, and future time
8. Identify sentence parts and parts of speech
9. Produce, within time constraints, a minimum of 10 thematically-related sentences based on a reading or personal experience
10. Format writing assignments
11. Apply strategies to learn and practice vocabulary

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Group Work, Projects, Other Methods: Small group and pair activities Multimedia

V. Course Content

| % of Course | Topic |
|--------------------|--|
| 20.000% | Grammar work including sentence building with appropriate word order, construction of simple, compound, and complex sentences, and identifying sentence parts; revising and editing for grammar, capitalization, and basic punctuation |
| 30.000% | Reading short passages including personal narratives, textbook passages, and newspaper articles; use reading strategies, comprehension checks, and discussion; identify main ideas, |

| | |
|----------|--|
| | supporting details, facts, and opinions, contextual clues, transition words, and word forms in reading passages and use them to determine meaning and identify sentence parts |
| 30.000% | Writing sentences; sentence combining; structured writing and revising thematically-grouped sentences and journals; editing for verb form, word form, noun form, punctuation, capitalization, and spelling |
| 10.000% | Vocabulary |
| 10.000% | Paired and group discussions about course topics. |
| 100.000% | Total |

VI. Methods of Evaluation

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|---|
| 25% | Exams/Tests |
| 30% | Homework |
| 25% | Written assignments |
| 20% | Final exam: Final Exam: Vocabulary, Grammar and Reading (10%) AND Writing (10%) |
| 100% | Total |

VII. Sample Assignments:

Sample Assignment #1: Identifying the Main Idea and Supporting Ideas in a Paragraph Assignment: Step 1: Instructor reviews the concept of a main idea and supporting ideas (in particular, reasons and examples). Step 2: Students reread a paragraph from an assigned reading, identify the main idea, and underline the sentence that gives the main idea. They identify supporting ideas and mark them as reasons or examples. Step 3: Students check answers in pairs and then with the instructor. Step 4: In pairs, students are given two more paragraphs to identify the main idea and supporting ideas. Step 5: As a whole class review, instructor reviews students' answers.

Sample Assignment #2: Using Transition Words in Writing Assignment: Step 1: Students read a model paragraph and underline transition words like first, second, next, and finally at the start of sentences. Step 2: Students watch a short video in which a sequence of events happens. Step 3: In pairs, students write sentences describing the sequence of events on white boards, using transition words at the start of sentences. Step 4: Students share their sentences, and the class helps to check for errors.

VIII. Student Learning Outcomes:

1. Compose 10 thematically-related grammatically accurate sentences under time constraints.
2. Identify main ideas and supporting details in short reading passages.
3. Incorporate target vocabulary in written work.

Substantial Change: ENGLISH FOR SECOND LANGUAGE SPEAKERS 11A, Basic English 1

| | |
|---|---|
| Units: | 6.00 |
| Total Instructional Hours (usually 18 per unit): | 108.00 |
| Hours per week (full semester equivalent) in Lecture: | 6.00 |
| In-Class Lab: | 0.00 |
| Arranged: | 0.00 |
| Outside-of-Class Hours: | 216.00 |
| Transferability: | N/A |
| Degree Applicability: | Credit - Not Degree Applicable |
| Prerequisite(s): | ESL 10G and ESL 10W Or Multiple Measures Placement / ESL Guided Self-Placement or |

I. Catalog Description

ESL 11A is an intermediate, multi-skills course that helps English language learners improve their communication skills in a multicultural setting. It focuses on writing academic paragraphs, grammar, reading, academic vocabulary, listening, and speaking.

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. Pathways 2: Reading, Writing, and Critical Thinking, 3rd Ed., Lee, C., Vargo, M. & et al., Cengage National Geographic Learning © 2025, ISBN: 9780357979747
2. Temple Grandin: How the Girl Who Loved Cows Embraced Autism and Changed the World, 1st, Montgomery, S., Houghton Mifflin Harcourt © 2012, ISBN: 978-0-544-33909-5
3. Elements of Success 2, 1st Ed., Ediger, A. and Lee, L., Oxford University Press © 2014, ISBN: 9780194028233
4. Who Was Martin Luther King, Jr.?, 1st Ed., Bader, B., Penguin Random House © 2021, ISBN: 9780448447230

III. Course Objectives

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

1. Write effective sentences using a variety of sentence types with correct punctuation.
2. Demonstrate use of topic sentences and supporting details.
3. Compose paragraphs, which may include a variety of types, e.g., opinion, cause/effect, and comparison/contrast, under time constraints.
4. Answer listening and reading comprehension questions with complete and coherent sentences.
5. Revise sentences in paragraphs.
6. Identify main ideas and supporting details in reading and listening passages.
7. Examine context to determine word meanings and to categorize word forms and their function in a sentence.
8. Identify cohesive markers and explain their purpose in readings.
9. Use the following in speaking/writing: noun system (count/noncount); verb tenses (present, past, future, perfect and progressive); comparatives and superlatives; parallel structure; social modals; subject/verb agreement; gerunds as subjects; sentence boundaries; and mechanics (commas and capitalization).
10. Identify and use academic vocabulary (including common collocations) and select and employ appropriate word forms in sentences and paragraphs.
11. Participate in classroom activities by discussing readings and assignments in small groups and pairs, by asking questions for clarification, and by organizing in-class presentations.
12. Use a variety of contextual clues to determine meaning in listening and reading passages.
13. Use cohesive markers correctly when writing various sentence types.
14. Identify and understand inferences when reading.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Other Methods: Pair/Small group activities Student presentations Multimedia Guest Speakers

V. Course Content

| % of Course | Topic |
|-------------|-------|
|-------------|-------|

| | |
|----------|--|
| 30.000% | Writing sentences, sentence combining, 4 multi-draft paragraphs, revising for grammar, word choice, and punctuation. Weekly written homework assignments, including journals. |
| 20.000% | Reading short texts (including literature, magazine and news articles, articles abridged for English language learners) for main ideas, details, word meaning, and cohesive markers, with the use of a dictionary. |
| 20.000% | Grammar |
| 15.000% | Listening: main ideas and details from audio and video sources (radio programs, human interest stories, short television segments, student presentations). |
| 15.000% | Speaking: small group discussions; individual & paired presentations |
| 100.000% | Total |

VI. Methods of Evaluation

| <u>% of Course</u> | <u>Topic</u> |
|--------------------|--|
| 30% | Exams/Tests |
| 20% | Final exam |
| 15% | Homework: Homework and In-class Work |
| 35% | Written assignments: In-class Paragraphs |
| 100% | Total |

VII. Sample Assignments:

Sample Assignment #1: Assignment 1: (Background: Students are given a brief lecture on coordinators (and, but, or, for, so, yet).) Step 1: Look at the strip of paper you have. It contains a sentence. Step 2: Walk around the classroom and look for a partner whose sentence is related to the sentence you have. Step 3: After you have found a partner, together write a sentence that combines your sentences. You will need to use a coordinator to join your sentences. Pick the one that is appropriate / logical. Step 4: Write your new compound sentence on the blackboard.

Sample Assignment #2: Assignment 2: (Background: Students are given a sample, student-generated paragraph) Step 1: Get in a group of 4. Silently read the paragraph to yourself. Step 2: Circle all of the verbs in the paragraph. Step 3: Go around the group, and each person must read aloud a sentence until the whole paragraph has been read. As you read a sentence, tell your groupmates if any of the verbs need to be changed. Step 4: Listen and observe as your teacher projects the paragraph onto a screen using the doc camera and goes over the paragraph with your whole class. Be ready to suggest any changes to verbs and provide explanations for the changes.

VIII. Student Learning Outcomes:

1. Produce grammatically accurate sentences of the following types: simple, compound, and complex.
2. Compose a well-developed paragraph within time constraints.
3. Prepare and deliver a short presentation (e.g. 3-5 minutes) related to a unit topic either individually or with a group.