



## **Course Syllabus**

### **CSME- 1354 Artistry of Hair I**

**Catalog Description:** Instruction in the artistry of hair design. Topics include theory, techniques, and application of hair design.

**For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.**

**Lecture hours = 2, Lab hours =4**

**Prerequisites:** CSME 1405

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 2

**Lab Hours per Week:** 4

**Contact Hours per Semester:** 96

**State Approval Code:** 1204070000

**Class section meeting time:**

**Alternate Operations During Campus Closure:** In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

**Instructional Goals and Purposes:** The purpose of this course is to provide students with the knowledge to identify terminology related to hair structure, growth and distribution. Also, the course will prepare students in the exhibition of workplace competencies in relation to artistry of hair and the demonstration of proper application.

**Learning Outcomes:**

1. Practice basic competencies related to the artistry of hair design; demonstrate use of tools; exhibit basic manipulative skills; and follow safety and sanitation laws and rules according to the state licensing agency

**Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

1. Name and describe in writing the structures of the hair root.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
2. List and describe in writing the three layers of the hair.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
3. Describe in writing the three types of side bonds in the cortex.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
4. List in writing the factors that should be considered in a hair analysis.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
5. Describe in writing the process of hair growth.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
6. List in writing the different types of hair loss and their causes.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
7. List in writing the various options for hair loss treatment.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
8. List in writing the hair and scalp disorders commonly seen in the salon and school, and which can be treated there.  
A. ai, aii, aiv, bii, biv, bv, ci, civ  
B. ci, cii, ciii,
9. List in writing the five elements of hair design.  
A. ai, av, bi, bii, biii, biv, bv, bvi, ci, civ  
B. ci, cii, ciii,
10. List in writing the five principles of hair design.  
A. ai, av, bi, bii, biii, biv, bv, bvi, ci, civ  
B. ci, cii, ciii,
11. Identify orally different facial shapes.  
A. ai, av, bi, bii, biii, biv, bv, bvi, ci, civ  
B. ci, cii, ciii,
12. Demonstrate how to design hairstyles to enhance or camouflage facial features.  
A. ai, aii, aiv, av, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, cv  
B. ai, aiii, aiv, ci, cii, ciii, ei, eii, eiii

**Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Pass all chapter tests in theory class.
2. Conduct a hair analysis to identify texture, porosity, elasticity, density, and condition of hair and scalp.
3. Compile photos of hairstyles depicting all 7 facial types.
4. Perform a makeover of hair to include cut, color and style using the art principles.

**Methods of Instruction/Course Format/Delivery:**

This course is offered in a face to face setting. Students must attend theory class every day. The instructor will use a combination of textbook, digital/ online instruction, handouts, demonstrations, and the use of audio/ visual equipment during this class. After theory class, the students begin the practical skills portion of the course. Students will learn by completing hands on tasks demonstrated by the instructor.

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

**Assignments**

1. Practical Skills #1
2. Practical Skills #2
3. Practical Skills #3
4. Practical Skills #4
5. Monthly Talley Sheet

**Assessment(s):**

1. Chapter 11 Quiz
2. Chapter 14 Quiz
3. End of Course Exam

**Course Grade:**

The grading scale for this course is as follows:

- Exams – 35%
- Practical Skills – 35%
- Attendance – 30%

**Texts, Materials, and Supplies:**

- Milady's Standard: Cosmetology  
Delmar Thomson Learning, Inc.  
5 Maxwell Drive, Clifton Park, New York 12065-2912  
Copyright 2016
- Milady's Standard: MindTap
- Texas Department of Licensing and Regulation "Regulations and Code Book"
- Cosmetology Kit

**Required Readings:**

- Chapter 11 Properties of the Hair & Scalp
- Chapter 14 Principles of Hair Design

**Other:**

(Links) [www.tdlr.license.state.tx.us](http://www.tdlr.license.state.tx.us)  
[www.psiexams.com](http://www.psiexams.com)

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## SCANS CRITERIA

### 1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
  - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
  - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
  - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
  - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
  - v) Speaking: Organize ideas and communicate orally.
  
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  - i) Creative Thinking: generate new ideas.
  - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
  - iii) Problem Solving: recognize problems and devise and implement plan of action.
  - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
  - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
  - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - v) Integrity and Honesty: choose ethical courses of action.

### 2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
  - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
  - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
  - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
  
- b) **Interpersonal Skills:** A worker must work with others effectively.
  - i) Participate as a Member of a Team: contribute to group effort.
  - ii) Teach Others New Skills.

- iii) **Serve Clients/Customers:** work to satisfy customer's expectations.
- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.