CSME 2401 - The Principles of Haircoloring and Related Theory 101 Course Syllabus

Description
Presentation of the theory, practice, and chemistry of hair color. Topics include terminology, application, and workplace competencies related to hair color.
Credits 4
Lecture Hours 2
Lab Hours 6
Extended Hours 0
Contact Hours 128
State Approval Code 120407000
Instructor Name Bobbie Smith
Semester/Year Spring 2025

Meeting Time and Location
Class times M - F 8:15 am until 9:15 am. Additional contact and lab/salon hours TBA.

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) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs
Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance
Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Instructional Goals and Purposes

The purpose of this course is to provide students with knowledge of application techniques for all types of hair color, knowledge of the theory of color correction, and how to formulate different types of color for different hair types. Also, the course will prepare students with workplace competencies in relation to application and formulation of all types of hair color.

Learning Outcomes

1. For students to provide entry level application of hair color and demonstrate knowledge and the chemistry and terminology related to hair color

Specific Course Objectives (includes SCANS)

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

1. Identify in writing the principles of color theory and relate them to hair color.
   A. ai, aii, aiii, aiv, av, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, cv
   B. ai, aii, aiii, biii, bv, bvi, ci, cii, ciii,
2. Explain in writing level and tone and their role in formulating hair color.
   A. ai, aii, aiii, aiv, av, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, cv
   B. ai, aii, aiii, aiv, bii, bv, bvi, ci, cii, ciii, dii, dii, diii, ei, eii, eiii
3. List four basic categories of hair color, explain their chemical effect on the hair and give examples of their use in writing.
   A. ai, aii, aiii, aiv, av, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, cv
   B. ai, aii, aiii, aiv, bii, bvi, ci, cii, ciii, dii, diii, ei, eii, eiii
4. Explain orally the action of hair lighteners.
   A. ai, av, biv, bvk bvi,
   B. ai, aiii, aiv, biii, bv, bvi, ci, cii, ciii,
5. Demonstrate the application techniques for a) temporary colors, b) semi-permanent colors, c) permanent colors, and d) lighteners.
   A. ai, aiii, aiv, av, bi, bii, biii, biv, bv, bvi,
   B. ai, aii, aiii, aiv, biii, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
6. Demonstrate special effects haircoloring techniques.
   A. ai, aii, aiv, av, bi bii, biii, biv

B. ai, aii, aiii, aiv, biii, bv, bvi, ci, cii, ciii, civ, di, dii, diii, 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. Perform hair analysis for a color service to include: porosity, texture, hair and scalp condition, color level and tone for client preference.
3. Demonstrate client protection and safety and sanitary precautions in a hair color service.
4. Demonstrate the application techniques for
   a. temporary colors,
   b. semi-permanent colors,
   c. permanent colors, and
   d. lighteners
5. Demonstrate haircoloring and lightening techniques using foil, cap and special effects.
6. Prepare client record for color service including client information, type of product, processing time, color results and condition of hair.

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 are assigned and assessed during the semester and used to calculate the student's final grade.

Course Grade

The grading scale for this course is as follows:

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

Other

- 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: https://www.panolacollegestore.com.
- For testing services, use the following link: https://www.panola.edu/student-services/studentsupport/academic-testing-center.
- 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 Charles C. Matthews Student Center or go to https://www.panola.edu/studentservices/student-support/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: https://www.panola.edu/ (located on at the bottom under student)

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 timeline 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 databases 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.