Hill College
112 Lamar Drive
Hillsboro, Texas 76645

COURSE SYLLABUS

Course Prefix and Number  Course Title
CSME 1434  Cosmetology Instructor I

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Catalog Description:
CSME 1434
The fundamentals of instructing cosmetology students.

End-of-Course Outcomes: Classroom/clinic management; design teaching methodologies and implement lesson plans.

Lecture Hours: 2  Lab Hours: 6  Semester Credit Hours: 4

Prerequisites: Valid operator license, Texas Department of Licensing and Regulation, and a high school diploma or G.E.D.

Introduction and Purpose:
This course is meant as an introduction to classroom/clinic management and to design teaching methodologies and implement lesson plans.

Instructional Materials:
Textbooks: (Bundled)


  Exam Review, Online Licensing Prep, Milady Publishing Company

  Milady’s Standard Cosmetology, Milady Publishing Company

Supplies: paper, pens, USB storage device, kit articles assembled from list provided at registration.

Objectives/Student Learning Outcomes:
Scans Skills: Scans is a list of skills developed by the Department of Labor to insure students are trained on necessary skills required by the industry. Each objective listed relates to one or more of these skills standards. The translation for these standards is attached to the end of this syllabi. More information about SCANS may be found in the book “Skills and Tasks for Jobs- A SCANS report for America 2000” published by the U.S. Department of Labor. The book may be purchased from the U.S. Government Printing Office under ISBN 0-16-036177-x.

1. Prepare accurate and concise lesson plans, using the computer to complete a minimum of six (6) lesson plans. * C-1, C-2, C-3, C-4, C-5, C-6, C-7, C-8, C-18, C-19, C-20

2. Use reference manuals to cross reference information used in lesson plans submitted. * C-5, C-6, C-7, C-8, F-1, F-2

3. Lead hands-on practice for students. * C-5, C-6, C-7, C-8

4. Allocate time wisely. * C-1, C-2, C-3, C-4, F-7, F-8, F-9, F-10, F-11, F-12

5. Relate well to students, patrons, and instructors. * C-9, C-10, C-11, C-12, C-13, C-14

6. Make suggestions to improve the teaching/learning environment. * C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-16, C-17

7. Demonstrate ability to operate VCR, copier, transparencies, calculator, and register. * C-1,C-2, C-3, C-4, C-18, C-19, C-20

8. Teach actual classes using lecture, discussion, and demonstration methods. * C-1, C-2, C-3, C-4, C-7, F-5, F-6, F-9, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17

At the completion of this course the student should be able to:

1. Understand importance of developing the qualities and characteristics desired in a master educator

2. Perform the key concepts in time management and event control

3. Put into practice the strategies for building self-confidence

4. Practice the steps for independent action and self-control

5. Implement the actions for self-motivation
6. Adopt behaviors necessary for developing enthusiasm

7. Practice the steps to developing a winning personality and positive attitude

8. Identify, prepare, and organize elements for effective teaching

9. Identify various types of classroom arrangements and explain the types of educational activities for which they are best suited

10. Understand the importance of administrative tasks required of the educator and explain what they include

The students’ success in completing these objectives will be measured using a set of examinations and assignments described, in detail under the section of this syllabus headed “Method of Evaluation”.

Annual Assessment Plan will be implemented each year to review course.

Methods of Instruction:

This course will be taught using the traditional lecture with a question and answer period daily. Audio-visual materials and computer based technology will be used when appropriate. Students will be shown how to use a calculator where appropriate. Students will be required to complete a lab component.

Methods of Evaluation:

A series of chapter tests will be administered through the semester, including three major tests and a written/practical final.
WORKBOOK  20%
CHAPTER TESTS  20%
MAJOR TESTS  10%
FINAL EXAM  10%
CLASSWORK  40%

Letter grades for the course will be based on the following percentages:
90-100%   A
80-89%  B
70-79%  C
60-69%  D
Below 60%  F

Course Outline:

Class Policies:
Regular attendance at all class meetings is expected. Disruptions in class will not be tolerated.
Disabilities/ADA:
In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the United States Department of Justice 28 C.F.R. 35.107(a), Hill College’s designated ADA coordinator, Debra Hargrove, Vice President, Human Resources and Organizational Development, shall be responsible for coordinating the College’s efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom, or testing accommodations should contact Salley Schmid, Director of Counseling, at (254) 659-7651 or sschmid@hillcollege.edu.

Course Requirements:
A. Regular and punctual attendance
B. Turn in all assignments on time
C. Proper classroom behavior

Topics and Tests:
I. The Career Education Instructor
   1. Qualities and characteristic of a Master Educator
   2. Roles of the Instructor
   3. Loyalty to the institution and its mission
   4. Welcome advice from colleagues
   5. Constant pursuit of knowledge
   6. Effective time management and organized work methods
   7. Authority, order, and self-confidence
   8. Professional ethics, character, and human relations
   9. Dependability and flexibility
   10. Cooperation and teamwork
   11. Interest in other people
   12. Initiative and ability to work independently
   13. Patience and self-control
   14. Professional image
   15. Courtesy, compassion, and consistency
   16. Desire and motivation
   17. Enthusiasm and energy
   18. Imagination and pleasure
   19. Effective communications and generational skills
   20. Winning personality and positive attitude
   21. General instructor responsibilities
II. The Teaching Plan and Learning Environment
   1. The teaching plan
   2. Teacher organization and preparation
   3. General organization
   4. Assessing students and organizing student information
   5. Managing the atmosphere
   6. Consider the environment
7. Adult learner characteristic
8. Student demographics
9. Making it happen
10. The physical environment
11. The motivating classroom
12. The practical classroom
13. Learning facilities checklist
14. Teaching materials
15. Textbook evaluation checklist
16. Administrative responsibilities
17. Attendance
18. Grade records
19. Welcoming new students

III. Texas Department of Licensing and Regulation
1. Orientation
2. Meeting licensing requirements

Bibliography:

Milady’s Master Educator Student Course Book, 2E, Letha Barnes, 2009, Cengage Learning, P. O. Box 6904, Florence, KY, 41022

Milady’s Standard Cosmetology, 2008, Cengage Learning, P. O. Box 6904, Florence, KY 41022

Texas Administrative Code: Chapters 60 and 83.

Texas Occupations Code, Title 9: Chapters 1602 and 1603

ANNUAL ASSESSMENT PLAN FOR THE MASTER EDUCATOR

The Master Educator Plan Statement #1
Students will understand the importance of developing the qualities and characteristics desired in a master educator.

Intended Outcome #1.
An understanding of the importance of developing the qualities and characteristics necessary for this field of study

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to desired qualities and characteristics of a master educator will be administered at the end of each chapter.

Assessment Criteria/Expected Results.
Students will pass chapter test with a minimum of 70% accuracy.

The Master Educator Plan Statement #2
Students will perform the key concepts in time management and event control.

Intended Outcome #2.
An understanding of key concepts in time management and event control for this field of study

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to key concepts in time management and event control for a master educator will be administered at the end of each chapter.

Assessment Criteria/Expected Results.
Students will pass chapter test with a minimum of 70% accuracy.

The Master Educator Plan Statement #3
Students will put into practice the strategies for building self-confidence.

Intended Outcome #3.
An understanding of the strategies to build self-confidence

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to building self-confidence for a master educator will be administered at the end of each chapter.

Assessment Criteria/Expected Results.
Students will pass chapter test with a minimum of 70% accuracy.

The Master Educator Plan Statement #4
Students will practice the steps for independent action and self-control.

Intended Outcome #4.
An understanding of the steps for independent action and self-control

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to independent action and self-control for a master educator will be administered at the end of each chapter.

Assessment Criteria/Expected Results.
Students will pass chapter test with a minimum of 70% accuracy.

The Master Educator Plan Statement #5
Students will implement the actions for self-motivation.
**Intended Outcome #5.**
An understanding of the importance of self-motivation

**Assessment Measures, Techniques, and Target Courses/Activities.**
Chapter tests with embedded questions pertaining self-motivation for a master educator will be administered at the end of each chapter.

**Assessment Criteria/Expected Results.**
Students will pass chapter test with a minimum of 70% accuracy.

**The Master Educator Plan Statement #6**
Students will adopt behaviors necessary for developing enthusiasm

**Intended Outcome #6.**
An understanding of the behaviors necessary for developing enthusiasm

**Assessment Measures, Techniques, and Target Courses/Activities.**
Chapter tests with embedded questions pertaining to developing enthusiasm for the master educator/student will be administered at the end of each chapter.

**Assessment Criteria/Expected Results.**
Students will pass chapter test with a minimum of 70% accuracy.

**The Master Educator Plan Statement #7**
Students will practice the steps to developing a winning personality and positive attitude.

**Intended Outcome #7.**
An understanding of the importance of developing a winning personality and positive attitude

**Assessment Measures, Techniques, and Target Courses/Activities.**
Chapter tests with embedded questions pertaining to the development of winning personalities and positive attitudes for a master educator/student will be administered at the end of each chapter.

**Assessment Criteria/Expected Results.**
Students will pass chapter Expected test with a minimum of 70% accuracy.

**The Master Educator Plan Statement #8**
Students will identify, prepare, and organize elements for effective teaching.

**Intended Outcome #8.**
An understanding of the work involved to identify, prepare, and organize elements for effective teaching
Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions covering how to identify, prepare, and organize elements for effective teaching for a master educator will be administered at the end of each chapter

Assessment Criteria/Expected Results.
Students will pass chapter test with a minimum of 70% accuracy

The Master Educator Plan Statement #9
Students will identify various types of classroom arrangements and explain the types of educational activities for which they are best suited.

Intended Outcome #9.
An understanding of types of classroom arrangements and the types of educational activities for which they are best suited.

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions covering classroom arrangements and the types of educational activities for which they are best suited for the master educator will be administered at the end of each chapter

Assessment Criteria/Expected Results.
Students will pass chapter test with a minimum of 70% accuracy

The Master Educator Plan Statement #10
Students will understand the importance of administrative tasks required of the educator and explain what they include

Intended Outcome #10.
An understanding of administrative tasks and their importance

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions covering administrative duties and their importance for the master educator will be administered at the end of each chapter

Assessment Criteria/Expected Results.
Students will pass chapter test with a minimum of 70% accuracy