Hill College
112 Lamar Drive
Hillsboro, Texas 76645

COURSE SYLLABUS

Course Prefix and Number	Course Title
CSME 1435	Orientation to the Instruction of Cosmetology

Hill College is committed to the principal of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of age, race, color, religion, sex, national origin, disability, or veteran status in the administration of its educational programs, activities, or employment policies.

Catalog Description:
CSME 1435
An overview of the skills and knowledge necessary for the instruction of cosmetology students.

End-of-Course Outcomes: Identify the laws and rules of the state licensing agency; explain teaching methodologies and lesson plan development.

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 the essentials required for effective classroom organization, effective teaching styles, and the differences between learning styles.

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 ensure 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. Explain why learning styles are important.
2. Define learning styles or profiles.
3. List the four steps in learning.
4. Explain eight distinct intelligences and how they impact learning
5. Understand the principles of managing learner behavior.
6. Explain low-profile and direct, high-profile control techniques that are used in dealing with learner misconduct.
7. Define what is meant by barriers to learning.
8. Describe various difficult learner behaviors and explain methods for managing them.
9. Understand the basic principles involved with academic advising and counseling of students
10. Understand duties, responsibilities, and disciplinary actions of the Texas Department of Licensing and Regulation.

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.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>WORKBOOK</td>
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<tr>
<td>CHAPTER TESTS</td>
<td>20%</td>
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<tr>
<td>MAJOR TESTS</td>
<td>10%</td>
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<tr>
<td>FINAL EXAM</td>
<td>10%</td>
</tr>
<tr>
<td>CLASSWORK</td>
<td>40%</td>
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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. The Hill College attendance policy will be rigorously enforced. 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. Why Learning Styles Are Important
II. The Role of the Educator
III. Learning Styles Defined
IV. Learning Styles Profiles
V. Four Steps in Learning
VI. Multiple Intelligences
1. Verbal/Linguistic Intelligence
2. Visual/Spatial Intelligence
3. Logical/Mathematical Intelligence
4. Intrapersonal Intelligence
5. Bodily/Kinesthetic Intelligence
6. Interpersonal Intelligence
7. Musical/Rhythmic Intelligence
8. Naturalist Intelligence
VII. The Benefits and Importance of Identifying Learning Styles
1. How to Identify Preferred Intelligences
2. Developing Intelligences
3. Combining Intelligences

VIII. Promoting a Positive Environment
1. Professionalism in the Classroom
2. Principles of Managing Learner Behavior
3. Managing Chronic Misconduct
IX. Academic Advisement
X. Managing Difficult Learner Behavior
1. Constant Attention Seeking and Interruptions
2. Chronic Tardiness
3. Too Shy to Participate
4. Sleeping in Class or Inattentiveness
5. Distracting Side Conversations
6. Doubt and Pessimism
7. Having All the Answers
XI. Conflict Management

XII. Texas Department of Licensing and Regulation duties, responsibilities, and disciplinary actions

Bibliography:
Milady's Master Educator Student Course Book, 2E, Letha Barnes, 2009, Cengage
ANNUAL ASSESSMENT PLAN FOR THE ORIENTATION TO THE INSTRUCTION OF COSMETOLOGY

The Master Educator  Plan Statement #1
Students will understand the different learning styles and why they are important.

Intended Outcome #1.
An understanding of the importance of developing varying teaching styles to educate each type of learner

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to teaching styles for diverse learners 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 understand the four steps in learning and how they are used

Intended Outcome #2.
An understanding of the four steps in learning for the diverse student body.

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to the four steps in learning 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 understand basic classroom management and the effects of a positive environment

Intended Outcome #3.
An understanding of the classroom management and the effects of a positive
Atmosphere

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to the effects of a positive environment 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 handling student misconduct.

Intended Outcome #4.
An understanding of the steps necessary for effective classroom behavior

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to effective classroom behavior 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 apply knowledge of rules and regulations set by TDLR while assisting on the lab floor

Intended Outcome #5.
An understanding of the importance of compliance with TDLR rules and regulations, with an emphasis on safety and sanitation

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining TDLR rules and regulations will be administered at the end of each chapter.

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