Course Prefix and Number | Course Title
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CSME 2414 | Cosmetology Instructor II

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**Catalog Description:**
CSME 2414
A continuation of the fundamentals of instructing cosmetology students.

**End-of-Course Outcomes:**
Demonstrate effective classroom/clinic management; and implement teaching methodologies and 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 overview of teaching styles and an understanding of program review, development, and lesson planning.

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

4. 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

5. 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. Define teaching and learning methods.
2. Explain the purpose and use of lectures, demonstrations, group discussions, peer coaching, roleplaying, and the discovery method of learning.
3. Explain why window paning is an effective method of teaching and learning.
4. Explain the purpose and benefits of field trips and utilizing guest speakers in the classroom.
5. Understand the concept of mind mapping and demonstrate its use.
6. Explain the use of projects, workbooks, partially complete handouts, case studies, and concept connectors.
7. Explain the purpose and benefits of visualization in the educational process and how stories and anecdotes can increase learning retention.
8. Explain the use of mnemonics, energizers, characterizations, experiments, humor, games, and group synergy.
9. Understand the steps in the curriculum development process.
10. Understand the importance and effectiveness of the use of an advisory council in the curriculum development process.
11. Define the three domains for instructional outcomes and write learning objectives for each.
12. Understand the importance of a sound orientation program for new students.
13. Know the value and advantages of lesson planning.
14. Explain what each component of a lesson plan represents.
15. Understand TDLR regulations governing salons and schools

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. About Teaching and Learning
II. Teaching and Learning Methods and Techniques and Learning
   1. Interactive Lecture
   2. Demonstration and Practice
   3. Group Discussion and Discovery
   4. Role-Playing
   5. Window Paning
   6. Field Trips
   7. Guest Speakers
   8. Mind Mapping
   9. Peer Coaching
  10. Projects
  11. Workbooks and Partially Complete Handouts
  12. Case Studies
  13. Concept Connectors
  14. Visualization
  15. Stories and Anecdotes
  16. Mnemonics
  17. Energizers
  18. Characterizations
  19. Experiments
  20. Humor
  21. Games, Group Synergy, and Competitions

III. Planning Concepts and Preliminary Analysis
IV. Curriculum Development
   1. Steps for Developing a Course of Study
   2. Advisory Council
   3. Organizing Material
   4. Instructional Outcomes
   5. The Course Outline
   6. Orientation Program
V. Lesson Plan Development
   1. Advantages of Lesson Planning
   2. The Lesson Plan: Pieces, Parts, and Points

VI. TDLR rules governing salons and schools
The Master Educator Plan Statement #1
Students will understand the different teaching and learning methods.

Intended Outcome #1.
An understanding of the importance of developing varying techniques to deliver information and ways to adapt to diversity among students.

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to diverse teaching and learning methods 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 steps involved in curriculum development.

Intended Outcome #2.
An understanding of the curriculum development process.

Assessment Measures, Techniques, and Target Courses/Activities.
Chapter tests with embedded questions pertaining to key concepts in curriculum development 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 elements necessary to compose lesson plans.

Intended Outcome #3.
An understanding of the components of a lesson plan

**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 ensure all rules pertaining to TDLR guidelines are observed on the lab floor.

**Intended Outcome #4.**
An understanding of the necessity to strictly adhere to TDLR regulations

**Assessment Measures, Techniques, and Target Courses/Activities.**
Chapter tests with embedded questions pertaining to TDLR responsibilities of schools and salons will be administered at the end of each chapter

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