Hill College
112 Lamar Drive
Hillsboro, Texas 76645

COURSE SYLLABUS

Course Prefix and Number  Course Title
CSME 2444                 Cosmetology Instructor IV

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Catalog Description:
CSME 2444
Advanced concepts of instruction in a cosmetology program. Topics include demonstration, development, and implementation of advanced evaluation and assessment techniques.

End-of-Course Outcomes: Practice instructional skills; develop assessment and evaluation techniques that promote student learning; and implement evaluation tools to measure student outcomes.

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 in depth study of the concepts of instruction including demonstration, development, and implementation of evaluation and assessment techniques.

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. Understand the purpose of grading.
2. Explain what categories should be graded and when grading should occur.
3. List the characteristics of nine different types of grading styles.
4. Understand the importance of establishing a test plan.
5. List advantages and disadvantages of various types of questioning used in evaluation.
6. Explain the purpose and use of Likert scales, rating scales, checklists, performance checklists, multiple-category grading, rubrics, and point grading.
7. Understand the basic principles and steps involved in academic advising of students.
8. Understand the role played by the clinic for the institution to achieve optimum profit.
9. Understand the personal role of every school team member.
10. Assist learners in developing a solid client base using referrals, rebooking, and
ticket upgrading.

11. Explain why developing success habits while students are in school will contribute to their later success in the salon.

12. Know why the school’s image is so important and give examples of how the school team can work together to ensure the school presents the best possible image.

13. Explain the basic standards that might be established for the effective operation of a reception desk and dispensary.

14. Explain the most important record-keeping requirements of the student salon.

15. Understand the elements of zone teaching.

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.

Methods of Evaluation:

A series of chapter tests will be administered through the semester, including three major tests and a written/practical final.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>WORKBOOK</td>
<td>20%</td>
</tr>
<tr>
<td>CHAPTER TESTS</td>
<td>20%</td>
</tr>
<tr>
<td>MAJOR TESTS</td>
<td>10%</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>10%</td>
</tr>
<tr>
<td>CLASSWORK</td>
<td>40%</td>
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</tbody>
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Letter grades for the course will be based on the following percentages:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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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. What's in a Grade?
   1. What to Grade
   2. Sample Grading Procedures
   3. When to Grade
II. Grading Styles
   1. Grading By Disposition
   2. Grading with Spite
   3. Grading by Personal Fetish
   4. Grading without Risk
   5. Grading by Assumption
   6. Grading in Absentia
   7. Grading Improvement Only
   8. Grading with Warm Fuzzies
III. Grading Methods: The Test Plan
   1. Questions Types in Test Development
IV. Descriptive Performance Evaluations
   1. Likert Scales
   2. Rating Scales
   3. Checklists
   4. Performance Checklists
   5. Multiple-Category Grading
   6. Point Grading
   7. Rubrics
V. Academic Advisement and Counseling
VI. Practical Skills Training
VII. The Student Salon Philosophy
VIII. The Essence of Teamwork
IX. The Profitable Student Salon
X. What Does the Public See?
XI. The Warm Reception
XII. High-Tech, High-Touch Safety
XIII. Record-Keeping Requirements
XIV. The Efficient Dispensary
XV. Cultivating Satisfied Clients
1. Recognizing First-Time Clients
2. Tender, Loving Client Care
3. Interacting with Clients
XVI. Building a Successful Clientele
1. Rebooking Clients for Future Services
2. Encouraging Repeat Services
3. Client Referrals
4. Upgrading Client Tickets
5. Effective Use of Downtime
XVII. The Professional Portfolio
XVIII. Making the Student Salon an Adventure
1. In-School Promotions
2. Contests
3. Simple Surprises
XIX. Student Salon Teaching
1. The Three Elements of Zone Teaching
XX. Supervising Multiple Students
XXI. Tools of the Educator

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 ORIENTATION TO THE INSTRUCTION OF COSMETOLOGY

The Master Educator Plan Statement #1
Students will understand different evaluation methods and their implementation

Intended Outcome #1.
An understanding of the importance effective evaluation methods and their uses

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 classifications evaluation methods and their uses

Intended Outcome #2.
An understanding of evaluation methods and their uses

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 the importance academic advising

Intended Outcome #3.
An understanding of the importance effective academic advising

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 understand the importance developing a clientele

Intended Outcome #4.
An understanding of the steps necessary develop a clientele

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.