CSME 2445          Instructional Theory and Clinic Operation

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Catalog Description:
CSME 2445
An overview of the objectives required by the Texas Department of Licensing and Regulation Instructor Examination.

End-of-Course Outcomes: Demonstrate the skills required for the completion of the state licensing agency’s curriculum including the management of a lab/clinic in a cosmetology program and classroom management skills.

Lecture Hours: 1   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 TDLR instructor examinations and the importance of preparing for employment.

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. Exhibit skills required to complete Texas Cosmetology Commission curriculum. * C-2, C-5, C-6, C-7, C-8, C-10, C-19, F-1, F-2, F-3

2. Demonstrate management of lab/clinic in a cosmetology program. * C-1, C-3, C-4, C-10, C-12, C-14, C-17, F-5, F-8, F-9, F-13, F-15, F-17

3. Exhibit classroom management skills. * C-1, C-3, C-4, C-5, C-7, C-8, C-9, C-10, C-12, C-14, C-18, F-1, F-2, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-13, F-15, F-16, F-17

At the completion of this course the student should be able to:
1. Explain the importance of preparing for employment.
2. Complete an action-oriented resume and prepare an employment portfolio.
3. Complete a typical employment application and be prepared to complete an effective employment interview.
4. Explain strategies to maintain employment once it is obtained.
5. Explain the importance of the reception area to a school’s success.
6. Demonstrate good school telephone techniques.
7. Demonstrate the procedures involved in TDLR Candidate Information Bulletin for state board exam

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 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. Preparing for Employment
     1. Resume Development
     2. Employment Portfolio
  II. Targeting the School
     1. Observe the Target
     2. The School Visit
     3. Arranging the Employment Interview
     4. Interview Preparation
     5. The Interview
     6. The Employment Application
  III. Success on the Job
     1. The Institution
     2. The Curriculum
     3. Stay in Balance
IV. Fundamentals of Business Management
V. Types of School Ownership
1. Individual Ownership
2. Partnership
3. Corporation
VI. Special Skills Needed
VII. The Importance of Record Keeping
1. Purchase and Inventory Records
2. Service Records
VIII. Operating a Successful School
1. Planning the School’s Layout
2. Personnel
3. Payroll and Employee Benefits
4. Managing Personnel
IX. The Front Desk
1. The Reception Desk
2. The Receptionist
3. Booking Appointments
4. Use of the Telephone in the School
5. Good Planning
6. Incoming Phone Calls
7. Handling Complaints by Telephone
X. Selling in the School
XI. Promoting the Clinic in the Community
XII. TDLR Candidate Information Bulletin for the written and practical portion of the state board exams

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 the importance of preparing for employment after passing state board exam
**Intended Outcome #1.**
An understanding of the importance preparation for employment in the instruction field

**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 different types of educational institutions

**Intended Outcome #2.**
An understanding of the different educational institutions and their benefits

**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 of operating an organized and efficient school

**Intended Outcome #3.**
An understanding of the importance effective organizational skills necessary to run a school

**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 of the school in the community

**Intended Outcome #4.**
An understanding of the value of the school in the surrounding community

**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 #4**
Students will understand the importance preparing for the state board examination

**Intended Outcome #4.**
An understanding of the value of the TDLR candidate information bulletin and its usefulness in exam preparation

**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.