



## **Course Syllabus**

### **CSME 2415 Cosmetology Instructor III**

**Catalog Description:** Presentation of assignments and evaluation techniques for cosmetology program.

**For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.**

**Lecture hours = 2, Lab hours = 8**

**Prerequisites:** CSME 2414 Cosmetology Instructor II

**Semester Credit Hours: 4**

**Lecture Hours per Week: 2**

**Lab Hours per Week: 8**

**Contact Hours per Semester: 160**

**State Approval Code: 120413000**

**Class section meeting time:**

**Instructional Goals and Purposes:** The purpose of this course is to develop an understanding of the proper assessment and evaluation techniques in the cosmetology program; and design evaluation tools for a cosmetology program.

**Learning Outcomes:**

1. to use in design proper assessment and evaluation techniques

**Specific Course Objectives (includes SCANS):**

After studying all materials and resources presented in the course, the student will be able to:

1. List in writing the purpose of grading.
  - A. ai, aii, aiii, aiv, biv, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
2. Explain in writing the characteristics of different types of grading styles.
  - A. ai, aii, aiii, aiv, biv, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
3. List in writing the advantages and disadvantages of various types of questioning used in evaluation.
  - A. ai, aii, aiv, biv, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii

4. Explain in writing the two major elements of how people learn.
  - A. ai, aii, aiv, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, ai i i, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, cii i, civ, di, dii, diii, ei, eii, eiii
5. Identify in writing the characteristics of the different types of learners.
  - A. ai, aii, aiv, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, . bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
6. Explain in writing the challenges for the four learning styles.
  - A. ai, aii, aiv, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
7. List in writing each of the core elements of learning and how each elicits a different and crucial question from the learner.
  - A. ai, aii, aiv, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
8. Define orally teaching, learning, and teaching methods.
  - A. ai, aii, aiv, av, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, d i, dii, diii, ei, eii, eiii
9. Explain orally the purpose and use of lectures, demonstrations, group discussions, per coaching, role playing, and discovery method of learning.
  - A. ai, aii, aiv, av, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
10. Explain in writing the purpose and benefits of field trips and utilizing guest speakers in the classroom.
  - A. ai, aii, aiv, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
11. Explain orally the purpose and benefits of visualization in the educational process and how stories and anecdotes can increase learning retention.
  - A. ai, aii, aiv, av, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
12. Prepare an accommodation plan for learner with special needs.
  - A. ai, aii, aiv, bii, biii, bi v, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
13. Explain in writing the importance of facilitating learning for all students regardless of abilities.
  - A. ai, aii, aiv, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii
14. Explain orally the process of effective communication.
  - A. ai, aii, aiv, av, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, d i, d ii, d iii, ei, eii, eiii
15. Prepare a guide for learners to acquire effective study habits.
  - A. ai, aii, aiv, bii, biii, biv, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, cii, ciii, civ, di, dii, diii, ei, eii, eiii

**Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Pass all chapter theory test and assignments.
2. Prepare and grade a student test.
3. Identify the different types of learners.
4. Identify learners with special needs and explore ways to meet needs.
5. Participate in a field trip.

**Methods of Instruction/Course Format/Delivery:**

This course is offered in a face to face setting. Course material can also be accessed through Canvas. There will be added course material that can be accessed through Canvas. This will include handouts, study notes, and possible links to professional websites. The student instructor will attend theory class from 8:00 a.m. to 9:00a.m.. This will give the student a feel for the teaching process. During the progression of the courses, the student instructor will be responsible for preparing a lesson plan and performing it for the Operator students. The student instructor will also be responsible for assisting on the Practical Lab floor and other instructor duties such as inventory/ ordering process, end of the month reports, and the grading process.

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

**Assignments**

1. Practical Skills #1
2. Practical Skills #2
3. Practical Skills #3
4. Practical Skills #4

**Assessment(s):**

1. Chapter 16 Quiz
2. Chapter 17 Quiz
3. Chapter 18 Quiz

**Course Grade:**

The grading scale for this course is as follows:

- Exams – 35%
- Practical Skills – 35%
- Attendance – 30%

**Texts, Materials, and Supplies:**

- *Milady Master Educator* 3<sup>rd</sup> Edition  
5 Maxwell Drive, Clifton Park, NY 12065-2919  
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- Milady Master Educator CD – Rom
- Milady Master Educator Exam Review

**Required Readings:**

- Chapter 16 Educator relationships
- Chapter 17 Learning is a Laughing Matter
- Chapter 18 Teaching Success Strategies for a Winning Career

**Other:**

- For current texts and materials, use the following link to access bookstore listings:  
<http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
  - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    - v) Speaking: Organize ideas and communicate orally.
  - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - i) Creative Thinking: generate new ideas.
    - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
    - iii) Problem Solving: recognize problems and devise and implement plan of action.
    - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
    - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
    - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
    - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
    - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
    - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
    - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
    - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
  - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
    - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
  - b) **Interpersonal Skills:** A worker must work with others effectively.
    - i) Participate as a Member of a Team: contribute to group effort.
    - ii) Teach Others New Skills.
    - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.