



## **Course Syllabus**

### **CSME 2444 Cosmetology Instructor IV**

*Revision Date: 01/09/2017*

**Catalog Description:** Advanced concepts of instruction in the cosmetology program which include demonstration and implementation of advanced evaluation and assessment techniques including preparation for passing Texas Department of Licensing and Regulation examination for the Cosmetology Instructor licensure.

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

**Prerequisites:** CSME 2415 Cosmetology Instructor III

**Semester Credit Hours: 4**

**Lecture Hours per Week: 2**

**Lab Hours per Week: 8**

**Contact Hours per Semester: 160**

**State Approval Code:** 120413000

**Instructional Goals and Purposes:** The purpose of this course is to demonstrate proper assessment and evaluation techniques; and implement evaluation tools necessary to prepare for licensure.

#### **Learning Outcomes:**

1. Use and 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. Explain in writing the purpose of performance 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,
2. Explain orally the general standards of evaluation that may be considered in a formal evaluation.
  - A. ai, aii, aiv, av, 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. Explain orally the qualities for satisfactory performance within each area of performance.
  - A. ai, aii, aiv, av, 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, em

1. List in writing the various sources available for performance assessment and explain the benefits of each.
  - 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,
2. List the importance of and the steps required in developing a professional- development plan.
  - 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, dii i, ei, eii,
3. Explain in writing the importance of pursuing continuing education as a professional educator.
  - 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,
4. Prepare in writing various procedures for learner to become test wise.
  - 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,
5. Prepare in writing methods for test-taking s k i l l s .
  - A. ai, aii, aiv, bii, biii, bi v, bv, bvi, ci, civ
  - B. ai, aii, aiii, aiv, bi, bii, biii, biv, bv, bvi, ci, ci i, ciii, civ, di, dii, diii, ei, eii,
6. Explain in writing the importance of preparing students for employment.
  - 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, d i, dii, diii, ei, eii,
10. Write an achievement-oriented resume' and prepare an employment portfolio.
  - 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,
11. Complete an employment application and an effective employment i n t e r v i e w .
  - 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,
12. Explain orally strategies to maintain employment once it is obtained.
  - 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

**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 tests and assignments.
2. Prepare a professional development plan.
3. Write an achievement-oriented r e s u m e .
4. Complete an employment application and participate in an interview administered by school.
5. Prepare for state written examination and perform two mock practical state exams.

### **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 19 Quiz
2. Chapter 20 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 19 Teams Work
- Chapter 20 Evaluating Professional Performances

### **Recommended Readings:**

- Texas Department of Licensing and Regulation “ Regulation and Rule” book

**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.