



**TRINITY VALLEY COMMUNITY COLLEGE
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students.** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

Course Title

Cosmetology Instructor III

Course Prefix and Number

CSME 2415

Department – Division

Workforce Education - Cosmetology

Course Type – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)
- **Academic TVCC Core Course**
- **WECM Courses**

Semester Credit Hours: Lecture Hours: Lab/other hours

| Semester Credit Hours | Lecture Hours | Lab/Other* Hours |
|-----------------------|---------------|------------------|
| 4 | 2 | 8 |

Other hours include practicum, clinical or other types of non-lecture instruction. *If other, please specify: _____

Course Catalog Description

Presentation of assignments and evaluation techniques for a cosmetology program. The student will develop an understanding of the proper assessment and evaluation techniques in a cosmetology program; and design evaluation tools for a cosmetology program.

Prerequisites/co requisites

A student must be at least 18 years of age, have a current cosmetology license, and have at least 2 years of verified salon experience.

Topical Outline

1. Students Evaluation and Testing Methods
 - a. What's in a Grade?
 - b. Grading Styles
 - c. Grading Methods: The Test Plan
2. Teaching to Diverse Learning Styles
 - a. Adult Learner Characteristics
 - b. Two Major Elements of How People Learn
 - c. Learning and the Brain
 - d. 4MAT Lesson Plans
3. Powerful Teaching and Learning Methods
 - a. About Teaching and Learning
 - b. Teaching and Learning Methods
 - c. Teaching and Learning Tools and Techniques

Course Learning Outcomes

Upon completion of this course you will be able to:

- a. Understand the purpose of grading.
- b. Explain what categories should be graded and when to grade them.
- c. List advantages and disadvantages of various types of questioning used in evaluation.
- d. Understand the two major elements of how people learn.
- e. Understand the challenges of the four learning styles.
- f. Define teaching, learning and teaching methods.
- g. Explain the use of projects, workbooks, partly complete handouts, case studies, and concept connectors.

Relationship to General Education Outcomes – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding

curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

| Mark with an "X" | General Education Outcome |
|------------------|---|
| | A. To communicate clearly and effectively in both oral and written English. |
| x | B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials. |
| | C. To understand mathematical information and utilize mathematical skills. |
| x | D. To demonstrate qualitative and quantitative critical thinking skills. |
| | E. To understand and appreciate cultural and ethnic diversity. |
| | F. To utilize computer based technology in accessing information, solving problems, and communicating. |
| | G. To recognize and evaluate artistic achievements in the visual and performing arts. |
| | H. To improve basic understanding of political, economic, and social systems. |
| | I. To demonstrate knowledge of the physical universe and living systems. |
| x | J. To develop skills and strategies to become an engaged learner. |

Required Text(s)

Milady's Master Educator Student Course Book and Milady's Master Educator Exam Review

Optional Text(s)

None

Material/Technology to be supplied by the student.

Students will be required to purchase the Student Course Books.

Course Requirements/Grading System – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

Course Requirements:

1. Attend class regularly.
2. Work on assigned textbook/workbook.
3. Assist instructor with student work.
4. Assist students with client services.
5. Prepare for state board exam.

Grade Computation:

Students will be graded accordingly:

- A - Excellent Work
- B - Good Work
- C - Fair Work
- D - Poor Work
- F - Failure to Perform Work at Required Standard

Approvals – the contents of this document have been reviewed and are found to be accurate.

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|--------------------------|-----------|-----------------|
| Prepared by Janet Cotton | Signature | Date 03/24/2008 |
| Department Head | Signature | Date |
| Division Chair | Signature | Date |
| Vice President | Signature | Date |