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16 HR. TEACHING TECH & L.P. DEVELOPMENT



IN-

STRUCTURAL METHODS

Introduction:

The benefits of problem-based learning include skill development in areas such as problem-solving, critical thinking, creative insight, decision-making, conflict-resolution, and higher reasoning, as well as in written and oral communication. By working through various challenges instructor will acquire their student's knowledge of problems and concepts through their own initiative, and gain greater respect for themselves and their fellow students. Instructors will allow the Students to also engage in problem-based learning through a cooperative-learning approach, in which students work in groups that determine different solutions to the same problem. This adds the further benefits arising from cooperative effort, including interpersonal and communication skills. And students come to recognize that a problem may inspire more than one reasonable solution.

Course Outline:

1. Teaching Technique Overview

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- a. Different Abilities and Interests
 - b. Course Introduction Summary
2. How Students Learn
 - a. Personality Models: Nature and Nurture
 - b. Perceptual Modality
 - c. Information Processing
 3. Brain Hemisphere Dominance
 - a. Left versus Right Brain Hemisphere
 - b. Identifying Learning Styles
 4. Visual-Auditory-Kinesthetic (VAK) Learning Model
 - a. Visual-Learning Style Preferences
 - b. Auditory-Learning Style Preferences
 - c. Kinesthetic-Learning Style Preferences
 5. Choosing Effective Teaching Methods
 6. Teaching Techniques in Evaluating and Grading
 - a. Grading
 - b. How to Grade
 - c. Preparing and Giving Examinations
 - d. Developing A Test Plan
 7. Performance Test
 8. Evaluating Students
 9. Identifying Significant Skills and Necessary Knowledge
 10. Preparing Class Presentation (Speech Courses)
 11. Brief Summary

Course Objectives:

After completing this course, the instructor should be able to:

- Compare and contrast several methods of teaching and explain their advantages and disadvantages.
- Discuss the use and importance of the senses relating to instructional materials for classroom teaching.
- List Gardner's original seven categories of multiple intelligence.
- Describe common characteristics of effective teaching methods and instructional materials.
- Explain how instructional materials can be used both appropriately and inappropriately.

Teaching Techniques



Overview

Teaching strategies are the methods by which instructors impart information and skills to their students.

Instructional aids are accessories, such as books or images, which facilitate student's learning abilities.

Many factors influence how students learn and how they will benefit from specific types of teaching methods or instructional materials. Students naturally vary, for example, in their interest toward a subject, their reasons or need to learn it, their ability to attend to or maintain interest in a lesson, the way they absorb information, and the duration to which they retain that absorbed information.

Different Abilities and Interests

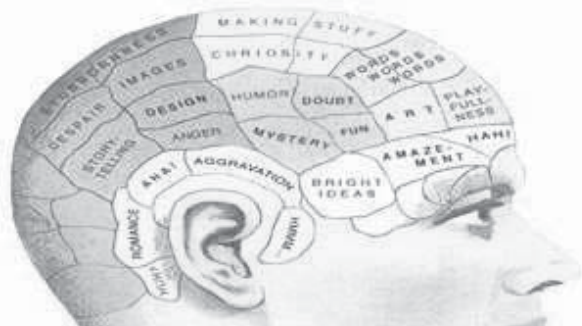
Consider how students at different levels of ability or interest will respond to a variety of different learning methods and

instructional materials. Some students will easily identify essential items from the information you present; some will not. More highly motivated students will learn at an accelerated pace. Students with poor reading comprehension may need non-print images such as photos or diagrams to support the text. Similarly, you may encounter students with poor English-language skills, physical, or emotional disabilities that make certain instructional methods or aids a poor choice.

Course Introduction Summary

This course will introduce you to a number of different ways to think about intelligence and learning styles and how different students learn best. Remember that all students have the ability to learn, but different learners require different teaching methods and instructional aids. Recognizing your students' needs is a critical part of lesson development. This course will help you provide effective, varied resources that address students' abilities and disabilities and fulfill learning potential.

HOW STUDENTS LEARN



There is currently no one, overall, inclusive theory of learning styles (sometimes called "cognitive styles" or "personality"); instead there are a variety of theories. Most agree that multiple factors working together produce varying characteristics of learning abilities in different individuals. The following section discuss some of the factors that have been determined to shape a student's learning style, focusing primarily on three influential models of learning and intelligence: brain hemisphere dominance and theory of multiple intelligences.

The research data comes from three main ideological viewpoints or schools of thought:

Personality Models.
 Perceptual Modality
 Information Processing

Personality Models: Nature and Nurture

Personality models suggest that the way we perceive, organize, and retain information is primarily the result of our environment (nurture) and our genes (nature). "Nature-only" would mean that a person is only what he/she was genetically born with; that the environment had no role in determining or shaping intelligence.

"Nurture-only" would attribute nothing to genes, and everything to life experience.

While the "nature versus nurture" debate has been framed as a classic controversy of "either-or," it is a safe conclusion that both play a considerable role.

Most experts accept the following three facts about the transmission of intelligence:

Both heredity and environment contribute something to what we refer to as "intelligence".

Heredity and environment interact with one another.

Environmental factors can interfere with the realization of the full potential of a person's intelligence, regardless of the person's heredity.

So, what we consider intelligence appears to be the unique and complex interplay between our biological being (genetics) and the environment.

Perceptual Modality: The Five Senses

Perceptual Modality describes the individual's biological mechanisms or reactions to the world around him. It is the most basic way we interact with the world around us, taking in information through our sensory organs. In making decisions related to the selection of materials and teaching methods, consider these facts:

A student's capacity to learn relies on his or her ability to absorb information through the five senses, which include smell (olfactory), sight (visual), hearing (auditory), touch (tactile), and taste (gustatory).

Good teaching methods and instructional aids take advantage of the way the senses work and may do any or all of the following:

- Bring about deeper understanding
- Improve memory retention
- Emphasize important ideas
- Hold the student and instructor's attention
- Imprint a picture in the mind
- Increase rate of learning
- Clarify complex ideas

Research data suggests that students naturally emphasize what they learn from visual cues over those absorbed through hearing alone. In fact, a picture is estimated to increase retention by three times over words alone. Pictures and words, used together, cement ideas into consciousness more solidly than either alone. That means students hearing a lecture will tend to remember more about it if they see visual cues periodically throughout the lesson, and even more if they take notes.

Problem-based learning is an instructional method that develops the problem-solving skills needed to accomplish tasks both in the professions as well as in everyday life. In problem-based learning, students encounter a problem or issue and perform research in an attempt to reach a solution. As in everyday experiences, the process may begin with insufficient information. Students develop hypotheses in response to the problem. They gather and evaluate data from a variety of print, multimedia or Internet sources, and then revise their hypotheses in response to the data they encounter. A problem may have one or more solutions, and students' perception of the problem may change through synthesis, evaluation and communication with others.

Information processing: brain hemisphere dominance.

Another important factor in understanding learning styles is the theory of brain function, which characterizes the way an individual's brain processes information, solves problems, and creates memories. Each side of the brain reasons and functions according to different strategies, with one side typically dominating.

Dominance refers to a preference for using one hemisphere of the brain over the other hemisphere. You may have heard people referred to as "right brain" or "left brain" dominant individuals, referring to the way that part of the brain organizes and processes information.

Listed below is information processing styles that are characteristically used by your right or left brain hemisphere.

Information Processing Style

The Left Hemisphere (LH) of the brain is rational, analytical, and verbal. It is most adept at language, math, logical analysis, and the processing of serial sequences of information. The Right Hemisphere (RH) is the intuitive, creative, mostly non-verbal part of our brain that uses symbols and images. The Right Hemisphere is holistic and intuitive, and responsive to visual imagery.

Individuals with left-brain dominance are described as successive processors. They prefer to learn in a sequential step-by-step manner, and are considered analytical in learning style. They are good at "connecting the dots." Individuals with right brain dominance are referred to as simultaneous processors, and are considered holistic or global learners. They typically see "the big picture" before details. The hemispheres can be further subdivided, into Forebrain (FB) and Hindbrain (HB) sections, with specific characteristics associated with each sub-section.

Brain Hemisphere Dominance

You can see from this description that left-brain strategies tend traditionally to be emphasized in the classroom, and right brain students may have felt left out or unable to compete academically.

The left-brain, for example, is responsible for the linear and sequential processing of math, so the left-brained person tends to be comfortable with linguistic and mathematical endeavors. Left brained students will easily memorize vocabulary words or math formulas, and they tend to be good spellers, as the left brain pays attention to sequencing, spelling, agreement, and punctuation in writing. Left-brain learners have little trouble expressing themselves in words. They are punctual and deadline-conscious.

You can see that much of the educational system seems to favor or reward a left-brain style of information processing, except for actions related to creativity, which is governed by the right brain. When you process on the left side, you use information, piece-by piece, to solve a math problem or work out a science experiment.

When you read and listen, you look for pieces, so that you can draw logical conclusions. Right brain people, in contrast, are "big picture" people; rather than working from pieces to the whole, they work from the whole to the pieces. They may know the right answer to a math problem by intuition, but not be sure how to calculate it. They may work "backwards," for example, writing papers first and outlining them later, if it is required. Right brain learners may not be punctual or conscious of deadlines.

Left versus Right Brain Hemisphere

The best way to reach both kinds of learners is to combine left brain and right-brain activities. For example, assign projects that have both creative and analytical elements, and accompany text with images. The table summarizes some aspects of right and left brain dominant learning:

Left/Successive/Analytic versus Right/Simultaneous/Global Information Processing Style



Left/Successive/Analytic	Verses	Right/Simultaneous/Global
Linear -From parts to whole -Sees details first -Arranges pieces logically, then draws conclusions	VS.	Holistic -From whole to parts -Sees big picture first
Sequential -Linear, sequential, logical -processing	VS.	Random -Random processing; May jump from one topic to another; will get things done, but not in a particular order
Symbolic -Processes symbols in language and mathematics. -Memorizes formulas easily	VS.	Concrete -Difficulty reading using phonics; prefers to see words in context. -Need visual images and hands-on activities.
Logical -Linear, sequential, logical processing	VS.	Intuitive -Uses instinctual or intuitive reasoning
Verbal -Express themselves easily with words	VS.	Nonverbal -Thinks in images, may have problems finding the right words
Reality-based -Individual adjusts to reality; rule -conscious	VS.	Fantasy-oriented -May be unaware of rules; creative problem Solver

LEFT (Analytic)	RIGHT (Global)
Successive (Left) Hemispheric Style	Simultaneous (Right) Hemispheric Style
Learning style emphasizes: -Verbal Meaning of Words -Sequential -Thinks in linear fashion -Logical -Planner -Remembers names -Prefers quiet while studying Rational	Learning style emphasizes: -Visual -Tone of Voice -Random -Thinks in varied order -Emotional -Impulsive/spontaneous -Remembers faces -Intuitive -Prefers background music while studying

Identifying Learning Styles

Be aware that right-brain students may have trouble reading, especially if they learned to read using a system of phonics rather than seeing words in context. Because right brain students may be poor spellers, they may take more time to write a paper and have more difficulty with proofreading. Advise right-brain students to reinforce their memory of information through the use of visual images, writing new information down, and/or illustrating it-making mental images of things they hear or read to help them remember. Right-brain learners will tend to learn well anything with which they become emotionally involved because emotion is processed on the right side of the brain.

To balance your presentation to right-brain learners:

- Create opportunities for hands-on activities, using some thing real whenever possible.
- Have students visit with you routinely, to assess progress and provide feedback.
- Present an overview (the big picture) before you begin a lecture.
- Recommend that all students (especially those with a dominant random nature) make lists and schedules.
- Recommend that students always read instructions

or directions before beginning a task.

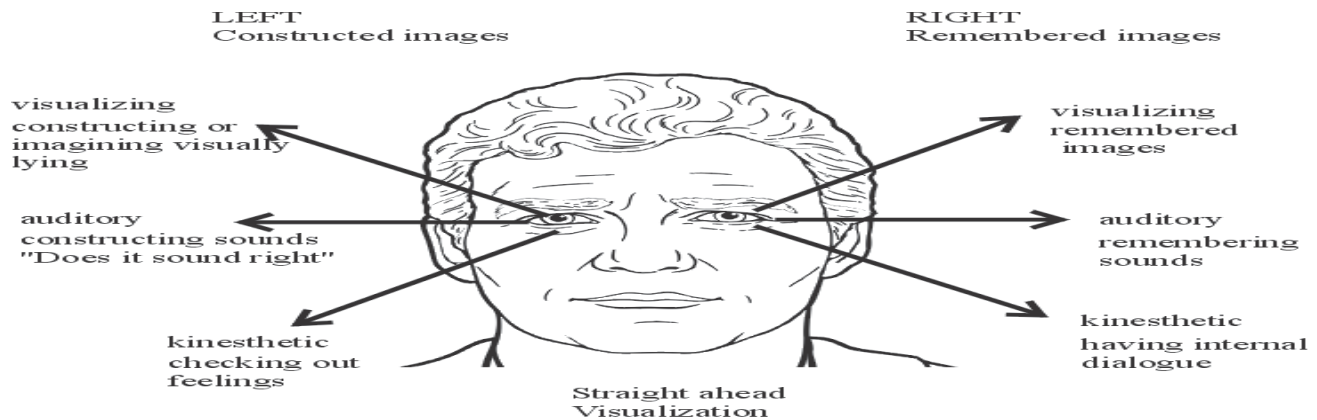
Remind students to refer to the dictionary, and use the spell checker on the computer. Right-brain learners may lose points by not proofreading an assignment for spelling.

Because the right side of the brain is color-sensitive, you might try using colors to emphasize points or a set of steps in sequence.

Emphasize pictures and diagrams, charts and graphs, video, film, discussion, and music.



Visual-Auditory-Kinesthetic (VAK) Learning Model



Visual-Auditory-Kinesthetic (VAK) Learning Model

"Learning styles" have been defined as "the way in which an individual experiences the world, and how that individual processes and integrates new information. Much of our learning style is dependent on the way we receive sensory information about our environment, our preferences in absorbing it, and making sense of the information.

According to the VAK learning model, from the field of accelerated learning, these preferences can be **visual, auditory or kinesthetic**:

Visual: Involving the transfer of information through observation; pictures, photos, diagrams, demonstrations, handouts, flip chart

Auditory: the transfer of information through listening; lectures, discussion

Kinesthetic: involving the physical; hands-on; practical (from the Greek "kineo" meaning "move," and "aesthesia"(meaning "sensation"); action.

A preference for a visual learning style means a need to see the information in a written or visual format. An auditory learner would prefer having new information explained by the

instructor, and then discussed by the class. While learners use all three dimensions to absorb information, one or more is typically dominant, although the individual may prefer one sensory filter or learning style for one type of task, another for learning a different type of task.

Visual-Auditory-Kinesthetic (VAK) Learning Model

According to this model, the majority of people have a dominant or preferred way of learning, but most individuals use all three or a blend of the styles. That means most students are able to take in information from more than one channel or sensory dimension. For example, in a class of 30 people, the majority will be able to take in information a number of ways, and can learn with the presentation of visual, auditory, or kinesthetic methods. A few, however, (estimated at 20%) will be visual-only, audio-only or kinesthetic-only learners, requiring that one type of presentation to learn effectively.

Not surprisingly, schools systems have historically tended to favor auditory or visual learners, and neglect or punish kinesthetic learners, who tend to drop out of the system at a higher rate than any other group. Instructors should be able to present information in all three ways so that each type of learner sees something of their preferred style of learning, and has the information reinforced by the two other types of learning styles. Remember that a preference for one style does not mean that the other two information channels are useless.

The following table is a simplified learning style indicator showing typical preferences for each type of learner:

The following table is a simplified learning style indicator showing typical preferences for each type of learner:

VAK Learners Table:

	VISUAL	AUDITORY	TACTILE
	Show me	Tell me	Let me try
Selecting a car	Read reviews	Ask friends	Test-drive
Cooking a meal	Use a recipe	Ask your mom	Trial and error
Choosing an outfit	Look at catalogs	Ask sales staff	Try things on
Learning to use new equipment	See instructions and a diagram	Hear verbal explanations	Try it out
Gift choice	A book	A CD	Tennis racquet
Explaining something	Watch this	Listen to this	Do this
Finding your way around a new city	Use a map	Ask directions	Use your intuition and a compass

Visual-Learning Style Preferences

Visual learners are associated with either linguistic or spatial dimensions: Visual-linguistic learns best through reading and writing.

Visual-spatial learners may not read or write well, absorbing information best from visual images, like charts or diagrams, a demonstration, or a video. Visual spatial learners often have a very good spatial sense and rarely get lost. For all visual learners, the act of taking notes (not necessarily the studying of those notes) is useful, as it reinforces the material they are hearing.

Visual learners tend to remember more of a lecture if they see it, as well as hear it, being delivered.

For these students:

Use visual aids
 Provide an outline
 Have students take notes
 Ask students questions
 Provide handouts that leave white areas where students can write notes
 Use boards or flip charts to note information
 Tell students what the information objectives of the lecture are

Auditory-Learning Style Preferences



Auditory learners may not read and write well. They may move their lips, or speak out loud, when they read. They may talk to themselves and prefer to hear, rather than read, instructions.

For these students:

- Always preface new information with an introduction of what you are going to present, and end with a round-up of the material covered.
- Use educational tasks that involve hearing, such as lectures, discussions, and brainstorming sessions.
- Question students about the material you are teaching.

AUDITORY LEARNER CHARACTERISTICS

Auditory learners are those who learn best through hearing things. They typically notice and remember sounds. They are good at remembering things that they hear. They are also good with words and language. They often read to themselves as they study. They are also often distracted by noise and sounds. Look over these traits to see if they sound familiar to you. You may be an auditory learner if you are someone who:

- Likes to read to self out loud.
- Is not afraid to speak in class.
- Likes oral reports.
- Is good at explaining.
- Remembers names.
- Notices sound effects in movies.
- Enjoys music.
- Is good at grammar and foreign language.
- Reads slowly.
- Follows spoken directions well.
- Can't keep quiet for long periods.
- Enjoys acting, being on stage.
- Is good in study groups.

Auditory Learners Can Benefit from:

- Using word association to remember facts and lines.
- Recording lectures.
- Watching videos.
- Repeating facts with eyes closed.
- Participating in group discussions.
- Using audiotapes for language practice.
- Taping notes after writing them.

Visual Learner Characteristics

Visual learners are those who learn through seeing things. Look over the characteristics below to see if they sound familiar. A visual learner:

- Is good at spelling but forgets names.
- Needs quiet study time.
- Has to think awhile before understanding lecture.
- Is good at spelling.
- Likes colors & fashion.
- Dreams in color.
- Understands/likes charts.
- Is good with sign language.

Kinesthetic-Learning Style Preferences

Kinesthetic learners are associated with the dimensions of touching (tactile) or moving (kinesthetic). These students tend to maintain greater concentration of a lecture if they take notes, use visual images such as doodles and diagrams, and may find color highlighters useful.

They tend to be "big picture" people, for example, scanning material initially to get the overall picture, and focusing less on the details.

- Allow breaks where students can do something physical
- Use colored markers or chalk to highlight information on boards and charts
- Use diagrams and visual images to emphasize points

Choosing Effective Teaching Methods



As we have discussed Teaching and learning occur through many different means, with not all instructors at the same levels of ability in all methods of teaching, and not all students able to benefit equally from different teaching methods. Teaching methods and instructional aids must be relevant and appropriate to the type of information and learner. Ideally, the teacher maximizes learning potential for the greatest number of students in the class as possible, by selecting effective teaching styles that the majority of students understand and appreciate, and from which they can benefit.

Instructional methods are strategies used by instructors to communicate lesson objectives. Long before classes begin, the instructor decides what methods are most appropriate to his or her topic, teaching style, and students' needs. The best instructors are those who are skilled in many teaching styles and methods, and can choose those strategies that best suit the topic at hand and the students' learning styles. This course will introduce some important elements of decision-making, planning, and preparation that go into lesson development and classroom presentation.

As an educator, you can respond to different learners with one of the following strategies:

(1) Identify a person's individual learning style and adapt instruction toward that person's strengths and preferences.

(2) Use a variety of different instructional styles, methods, and materials and adapt the course design to reach all kinds of learners.

In choosing a wide variety of materials and methods, do not rely too heavily on any one mode of instruction or type of instructional aide to convey information, but include as many different methods as is possible and practical. This "one size fits all" method assumes that if a learning activity doesn't fit that person's natural style, the person will still be able to achieve a set of pre-defined instructional objectives through the use of multiple educational styles and instructional aids.

Teaching Techniques In Evaluating And Grading

Evaluation is a necessary and important component of education. Without the cosmetology, manicurist or estheticians instructor evaluation, the student is not able to track what he or she has learned, nor can the instructor be sure of what has been taught. Evaluation serves not only to provide a look back, but to enable the instructor to see that the students have attained the learning objectives set out at the beginning of the course; it also serves as a look forward. Instructors can use their evaluations of student Performances to track if the student is doing well and what is needed to assure the passing of the state board exam.

Evaluating student performance usually involves the awarding of a particular grade. Evaluating the student and assigning a grade greatly benefits the student, as it provides feedback to the student regarding the way he or she is learning, and what expectations the instructor has regarding how the student is supposed to learn, including at what pace or level of ability. Additionally, evaluations point out areas of particular strength or weakness Evaluations also benefit the instructor, helping him or her learn what to grade, how to grade it, and why.

Grading

Identifying the educational progress of the student is one reason for grades and evaluation tools. Measuring skill, knowledge, and other less tangible characteristics, such as attitude, is an important element of grading, as well. The guidelines surrounding grading and performance evaluation must be fair and understandable to everyone participating in the process.

Lesson Plan Development

Course Outline:

1. Introduction
2. Assessment Tools
3. Creating Rubrics
4. Developing Course Curriculums
5. Assessing Performance
 - a. Components of a Course Outline (Example)
 - b. Competencies and Performance Standards
6. Developing Learning Outcomes
 - a. Learning Objectives
 - b. Action Statement
 - c. Condition Statement
 - d. Criterion Statement
7. Domain/Target/Focus Chart
 - a. Cognitive Domain
 - b. Affective Domain
8. Affective Domain Chart
 - a. Psychomotor Domain
 - b. Manipulative Skill Training
9. Lesson Plan Development
 - a. Balancing the Lesson Plan
 - b. Lesson Plan Components
10. Summary

Lesson Objectives:

Upon the completion of this segment of your course, you will be able to:

1. Identify effective assessment tools used in lesson planning.
2. Recall concepts for creating rubrics used to score performance tasks.
3. Apply techniques for developing course curriculums by using examples.

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4. Recognize components of a course outline.
5. Develop learning outcomes for course study.
6. Draft examples of the components of an effective lesson plan.
7. Understand the association of cognitive and affective domain in relations to lesson plan development.
8. Comprehend the methods of creating a balanced lesson plan.

Lesson Plan Development



Introduction

In order for an assessment tool to be truly useful to both the student and instructor, it must convey certain information. A good assessment tool identifies which areas of student learning have been mastered, and which areas require improvement. It should identify and distinguish between performance skills that have been achieved, and those that need further practice. Additionally, assessment tools can help the instructor identify whether the teaching methods employed had the desired effect. Did the lessons provide results in the areas expected? If not, the instructor may need to reevaluate the lesson or objectives. This is particularly important if students fail to demonstrate the acquisition of specific knowledge or achieve the level of performance-based skills that were anticipated.

There are many different types of assessment tools and methods available to the instructor. It is up to the individual to examine them, and determine what method would be most effective for their classroom and learning environment.

Assessment Tools

Some examples of effective assessment tools are:

- **Demonstrations:** this assessment form can include many different audio/visual forms. In the cosmetology, manicuring and esthetics this text, demonstrations can be quite valuable, providing an opportunity for the student to show how to perform various procedures in the salon.
- **Goal setting:** this assessment form can involve the student and instructor in a planning session at the beginning of the course, where the student, with the instructor's guidance, sets various performance and information goals for the semester.
- **Feed- back:** these are an organized opportunity for the student to give immediate feedback at the end of a class session regarding what they learned that particular day.
- **KWL:** this technique involves the student identifying what he or she knows (K) about a given topic at the beginning of the lesson, as well as what they wish (W) to know about the topic. After the lesson, the student identifies what he or she has actually learned (L).
- **Peer evaluations:** students evaluate each other according to a set of specified criteria. In order for this method to be effective, it must be carefully structured. Peer evaluations can be very useful in cosmetology, manicuring and esthetics as a means for students to watch and learn from each other. The students can be asked, "What were the steps in this procedure?" "Did student 'A' complete all the steps?" "What did student 'A' do well?" "What could student 'A' have done differently or better?" "What steps did student 'A' forget?" etc....
- **Problem-solving activities:** a problem is presented and the students must come up with a

solution. This method could be well utilized in a cosmetology, esthetics and manicuring course, with the instructor presenting a particular client problem, and the students either individually or in small groups having to assess the problem and come up with an answer or solution.

- **Self-evaluation:** this assessment tool can also be useful in the cosmetology esthetics or a manicuring setting, particularly if there are a set of objective standards for the student to meet. That list can serve as the springboard for self-assessment and discussion with the instructor regarding ways to improve learning or performance of practical skills.

Creating Rubrics

Rubrics can be used in many ways. Once created, an established rubric can be used or slightly modified and applied to many activities. Reviewing, re-conceptualizing, and revisiting the same concepts from different angles improves understanding of the lesson for students. Think of a writing rubric, good writing does not change with the project. Because the essentials remain constant, it is not necessary to create a completely new rubric for every activity.

Tools used by instructors to score performance tasks are also known as rubrics. They enable the student to obtain feedback on their performance, telling them what is expected of them in order to improve. A rubric, in order to be effective, should articulate the knowledge and skill to be assessed, explain the points that can be assigned, and provide indicators for levels of performance.

Two types of rubrics can be used to assist with assessment activities: analytic and holistic. Analytic rubrics deal with each segment of a work separately. Holistic rubrics, as the name suggests, deal with the whole work, and do not analyze the component parts. The analytic rubric identifies and evaluates the component pieces of a whole. This rubric can be effective for evaluating things that are easily separated into parts or steps. Recipes, for example, are ideally suited for analytic rubrics. So are storyboards.

In cosmetology, manicuring and esthetics an analytic rubric can be created for a variety of skill sets perm, coloring, cutting, pedicure, microdermabrasion etc. The holistic rubric, on the other hand, identifies and evaluates student work as a whole. In this example, an entire story would be evaluated, rather than individual components of the story, such as plot, character, narration, theme, etc. In cosmetology, manicuring and esthetics the holistic rubric could be used to evaluate competence in an entire skill area, rather than individual skill subsets.

As with other assessment tools, once the criteria are drafted and plugged in, the instructor has to decide how much weight to give each factor. In a weighted rubric, certain elements are assigned a higher point value than others, based on what the instructor determines are the most crucial skills or knowledge areas for the student.

Rubrics can be an extremely valuable tool for assessing student performance and learning, evaluating student performance over a range of criteria rather than on a single component or score.

Information related to the rubric can be distributed to the student in advance, so he or she is prepared for the evaluation, according to appropriate criteria. Information about rubrics enables students to understand very clearly what skills they are supposed to master and what knowledge they are to learn. Additionally, understanding the different levels of learning reflected in the different dimensions of the rubric will help clarify to the student areas in which they are deficient.

The advantages of using the rubric include that they keep both the teacher and student focused on what activities are to be taught and assessed; and that they can be reused for a variety of activities.

Developing Course Curriculums

The course outline can be considered the strategic plan for the course. It is an agreement between the instructor, students, and institution that states course objectives. A course outline should be well organized and clear, providing the basic information and requirements for the course. It should also include a description of the course, its format, order of presentation (instructional sequence), and the amount of time dedicated to each unit of the Curriculum. Course description, including outline of course content, and areas covered.

At its most basic, the course outline may take this format:

Course:

Time : (in credit hours)

Description:

Objectives: The student will....

Activities:

Resources:

Criteria for Evaluation: [tests, etc.]

More often, the course outline is a fairly detailed syllabus of course information with a comprehensive description of the overall course, including major topic areas covered. It typically also lists the schedule for class sessions, showing the amount of time allotted to each topic, over the length of the course. While course outlines are typically written by instructors, they are in reality a collaboration between the teaching institution and the instructor, as courses must meet the objectives set out by the school and the state board.

The course outline is reviewed to determine whether the course meets the institution's mission objectives, and the academic standards and requirements set by the school.

More detailed course outlines also tell students:

- What is going to be taught, when, and how?
- Dates and times of class sessions
- Time dedicated to each area of study or competency: (typically, the amount of time specified at the state level or by the educational institution.
- Instructional methods/course format and presentation
- Strategy for the integration of theory and practice
- Instructor's office hours and contact information
- Prerequisites for taking the course (information and skills, i.e., previous coursework).
- A list of all subject areas covered in the course; listed in the order they will be presented

- Types and dates of graded assignments and course requirements for success
- Required and supplemental course materials, including books, videos, and reference materials
- Tools, equipment, lab facilities, and related instructional materials or supplies required
- Implements/equipment - function, proper use, and maintenance
- Processes:
 - Professional ethics, health and safety requirements (state and federal laws), skill areas
 - Goals associated with specific topic areas, as well as practical requirements or competencies in key areas
 - Statement of course objectives
- f. _____ Grading procedures (or other methods by which students' progress can be tracked and evaluated)
- g. _____ Materials, equipment, tools, and/or lab facilities are listed
- h. _____ Prerequisites are listed
- i. _____ References, texts, and/or multi-media resources are listed

Assessing Performance

Your course outline should show the standards and criteria by which you assess and track the progress of students. (Assessing performance is an important element of class design.)

Course outline checklist:

- a. _____ The subject matter is arranged in a logical order
- b. _____ The course is associated with learning objectives
- c. _____ Appropriate time is allotted for each area
- d. _____ Teaching methods or format are specified
- e. _____ Subject matter is divided into theoretical versus practical training

Components of a Course Outline (Example):

Theory of Cosmetology I

2008-2009

Course Information:

Organization:

Division:

Course Number: COS 101

Title Theory of Cosmetology I

Credits:

Developed by:

Lecture/Lab Ratio:

CIP Code:

Assessment Mode:

Semester Taught:

GE Category:

Separate Lab:

Intensive Writing Course:

Prerequisites None

Educational Value

This course provides beginning knowledge of cosmetology for those preparing to become a licensed cosmetologist.

Description

Introduction to the basic manipulative skills in manicuring, professional image and conduct and personal hygiene. Includes basic sciences in bacteriology, sanitation and physiology pertaining to the head, face, hands and arms. Theory and use of electricity and light as applied to cosmetology. The course also includes laws and rules governing cosmetology.

*Beauty College - 2 - Theory of Cosmetology I
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Competencies and Performance Standards

1. Identify laws, rules and regulations of the State board of Cosmetology

Learning Objectives**What you will learn as you master the competency:**

- List regulations for cosmetologists.
- Demonstrate proper safety habits when working with chemicals that relate to hair
- Describe laws and rules governing cosmetology.
- Comply with laws and rules governing cosmetology.

Performance Standards**Competence will be demonstrated:**

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner lists regulations for cosmetologists.
- Learner demonstrates proper safety habits when working with chemicals that relate to nails.
- Learner describes laws and rules governing cosmetology.
- Learner complies with laws and rules governing cosmetology.

2. Analyze basic sciences of bacteriology, sterilization, and Sanitation related to cosmetology.

Learning objectives**What you will learn as you master the competency:**

- Describe the relationship of bacteria to the spread of disease
- Describe the difference between sanitation, disinfection and sterilization

Performance Standards**Competence will be demonstrated:**

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner describes the relationship of bacteria to the spread of disease
- Learner describes the difference between sanitation, disinfection and sterilization

3. Demonstrate basic manipulative skills in hair coloring and various hair treatments.

Learning objectives**What you will learn as you master the competency:**

- Demonstrate basic manipulative skills in color filler.
- Demonstrate basic manipulative skills in bleaching.
- Demonstrate basic manipulative skills in cream oil bleach.
- Demonstrate basic manipulative skills in protein conditioner.
- Demonstrate basic manipulative skills in contribution of color.

Performance Standards**Competence will be demonstrated:**

- During supervised practical.
- During mock board exam.
- On completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner demonstrates basic manipulative skills in color filler.
- Learner demonstrates basic manipulative skills in bleaching.
- Learner demonstrates basic manipulative skills in cream oil bleach.
- Learner demonstrates basic manipulative skills in protein conditioner.
- Learner demonstrates basic manipulative skills in contribution of color.

4. Demonstrate theory and use of electricity and light as applied to cosmetology:**Learning objectives****What you will learn as you master the competency:**

- Analyze hair and scalp conditions.
- Apply basic scalp treatments.
- Demonstrate basic scalp manipulations.
- Demonstrate basic hair and scalp corrective treatments.

Performance Standards**Competence will be demonstrated:**

- During supervised practical.
- During mock board exam.

- In completion of Phase 1 Exam.

Criteria - Performance will be satisfactory when:

- Learner analyzes hair and scalp conditions.
- Learner applies basic scalp treatments.
- Learner demonstrates basic scalp manipulations.
- Learner demonstrates hair and scalp corrective treatments.

5. Display a professional image.**Learning objectives****What you will learn as you master the competency:**

- Maintain good personal hygiene.
- Interact professionally with clients.
- Dress appropriately for the salon field.

Performance Standards**Competence will be demonstrated:**

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner maintains good personal hygiene.
- Learner interacts professionally with clients.
- Learner dresses appropriately for the salon field.

6. Demonstrate effective business administration skills.**Learning objectives****What you will learn as you master the competency:**

- Demonstrate effective reception desk procedures.

- Perform inventory of supplies and equipment.
- Practice effective telephone techniques.

Performance Standards

Competence will be demonstrated:

- During supervised practical.
- During mock board exam.
- In completion of Phase I Exam.

Criteria - Performance will be satisfactory when:

- Learner demonstrates effective reception desk procedures.
- Learner performs inventory of supplies and equipment.
- Learner practices effective telephone techniques.

Types of Instruction

- Classroom Instruction
- Demonstration
- Supervised Practical
- Theory Group Work

Grading Information:

Grading Scale

A 91% - 100%

B 81% - 90%

C 75% - 80%

D Below 75%

Developing Learning Outcomes for the Course of Study

Course development is typically structured around learning objectives, succinct statements telling what behaviors learners should be able to accomplish at the end of a course or instructional unit.

Learning objectives identify what information and abilities students should achieve as a result of this course, naming the most significant and relevant goals and objectives that are the framework for course content.

Learning objectives drive curriculum development. They communicate to students the expectations of the course, identifying the types of achievement or areas of accomplishment students must demonstrate to show competence or understanding. Clear learning objectives make students accountable for their progress or lack of progress toward a goal, providing both a standard and criteria for the assessment and evaluation of students.

There are three levels of learning outcomes or objectives, distinguished primarily by their degree of specificity in regard to students' abilities or areas of knowledge, ranging from the general to specific, and reflected in the verbs that are used to describe particular areas of knowledge or abilities:

- Course objectives or outcomes: the highest and most general level, indicating what the student will do at the end of the course of study.
- Unit objectives or outcomes: what the learner will achieve after a series of lessons on a specific subject or subjects
- Lesson or instructional objectives: the most specific type of outcome, directed at the daily lesson plan level.

The development of a course outline and course content is closely integrated with the use and clarification of learning objectives, which are also referred to as learning outcomes, behavioral objectives, competencies, or performance objectives. In each case, learning objectives are expectations of student learning that provide a context and framework for student performance, and standards and criteria for determining if those objectives have been realized.

Learning objectives are three-part statements describing scholastic expectations for each student. They consist of a student behavior or "action statement," which describes what the learner will be doing, and at what level of mastery; a condition statement, which describes under what circumstances the learner will complete the measurable, observable behavior or action statement; and the performance criteria or criterion statement, which describes the quality or quantity required for successful or passing performance, and may mention a time-frame or standard of quality or quantity.

Learning Objectives

Learning objectives explain the reasons the course is important. They are typically drawn from mission statements and express the purpose for the course, as well as the means of measuring performance or success in the course and competency of students in the subject matter. Learning objectives are stated in terms of student achievement, and state exactly what students must do to show expertise in skills and theoretical knowledge.

Action Statement

Learning objectives typically state what the student should be able to do after completing the course. They are action statements about student behavior that should closely approximate actual tasks required of cosmetologists. Learning objectives should be detailed and focused, and be written in terms of a specific observable product or outcome. Performance objectives can be written many different ways, but are often written in the following form:

The student will...

The action statement is one of the most significant parts of the performance objective because it states what the student will be able to do as a result of the instructional unit or course. The verbs used in writing learning objectives are extremely important.

Choose verbs that are highly descriptive and clearly and concisely identify a quantifiable behavior. Use specific rather than ambiguous verbs. For example, use, "identify," "locate," or "compute," and avoid, "know," "understand," or "comprehend."

Condition Statement

Performance conditions or condition statements express the terms or conditions of testing or assessment under which the student will be asked to demonstrate ability or expertise in theoretical knowledge and/or the performance of skills. Performance conditions describe the resources, tools, and equipment the learner will need to complete the quantifiable behavior, as well as the conditions or context under which the student must perform.

The condition statement should include these details:

- Context or situation
- Equipment, tools, facility or implements required

- Reference materials or texts used
- Equipment or instructional aids provided to assist the student
- Student behavior/ action statement
- Performance condition/ condition statement
- Performance criteria/ criterion statement
- Knowledge or skill to be gained
- Under what conditions or in what context
- Evaluation based on standard criteria; often in the form of a percent or grade
A condition is usually specified by the term "provided" or "given," for example:
 - Given a set of questions or series of problems...
 - Given a list of conditions...
 - Provided a choice between...In some cases, objectives are written without conditions of performance.
In such a case, the condition is considered implied.

Criterion Statement

Criterion statements are also referred to as competencies, levels of expertise, or levels of mastery. They specify the specific criteria for successful or acceptable performance; i.e., the standards, in quality or quantity, by which the achievement may be assessed, and define the qualifications for success or failure, with specifications relating to time periods, levels of efficiency, accuracy, speed, or quality of performance or work. They also may include the formula for quantifying success or passing achievement.

Criteria statements should be quantifiable, making clear at what level a student must perform an activity to be considered successful or pass the course.

The following steps summarize the process for developing clear, well-defined learner outcomes:

- For each instructional objective, distinguish each individual task or activity that can be completed or achieved by the student.
- Identify the desired learning or performance objective in behavioral terms.
- For each objective, identify the context and conditions under which the student must perform.
- Identify the student's required level of expertise or mastery.
- Identify the criteria and assessment methods for evaluating that specific objective.

Common problems or mistakes in learning objectives include the following:

- Lists subject areas or topics but not learning objectives
- Outcomes are phrased in vague or unmeasurable terms
- Quantity or quality of outcomes is unreasonable or not feasible within the specific time- frame, environment, etc.

The outcome is actually a combination or cluster of outcomes, which must be disentangled from one another Learning objectives serve no purpose if they are not measurable or student achievement is not assessed. Remember that learning objectives should be quantifiable, so avoid using verbs that are ambiguous or difficult to quantify; verbs like "know," "comprehend," "study," "understand," "appreciate," "acquaint," "realize," and "learn," for example. Learning objectives must do more than just describe learning activities.

Good learning objectives are those that can be evaluated to determine student mastery of course content.

One rule of thumb for learning objectives is to be smart, specific, measurable, acceptable to the instructor and institution, realistic in goals, and timely.

Use this list to confirm the course effective learning objectives:

- Is the learning objective quantifiable or measurable?
- Are learning objectives associated with course objectives?
- Is the learning objective written in observable outcomes?

- Is the learning objective stated using an accurate, relevant, and active verb that describes the desired level of performance?
- Do learning objectives measure a set if behavioral outcomes?
- Do learning objectives correspond with instructional activities and evaluation?
- Do learning objectives specify the conditions and context for successful performance?

Behavioral objectives are often written in terms of instructional domains (cognitive, affective, or psychomotor). The following section on Bloom's taxonomy will introduce you to these concepts.

Domain/Target/Focus Chart

Domain	Target	Focus
Cognitive	Knowledge, intellectual skills	Mind
Affective	Attitudes, feelings, values	Spirit
Psychomotor	Motor skills and manipulation	Body

Cognitive Domain

The cognitive domain is associated with mental skills or knowledge.

It is related to performance requiring specific knowledge or information, theoretical principles, established concepts, and problem-solving abilities or practices. Within the cognitive domain are six levels of performance, listed from simple to increasingly complex.

Level	Defined by	Key Verbs	Typical Task
Knowledge	Testing recall of data and recognition of factual statements ;remembering of previously learned material; recall of accurate, appropriate information	Define Label Select List State Know	Name Define Who/what/when? How many? How much? Yes/No question
Comprehension	Understand the meaning and be able to explain it in your own words; translation, re-statement, interpretation, extra polation; the ability to understand the meaning of information	Classify Indicate Explain Summarize Interpret Infer	Provide an example Cause and effect Distinguish Compare/contrast Summarize Translate
Application	Application of original information to novel situation; use of learned material in new environments or situations; may involve the applications of principles, concepts, laws, or theories	Use Predict Apply Solve Modify Compute	Solve a problem Apply this principle Put into practice Compute
Analysis	Breaking concepts or information into elemental components to understand its structure and relationship among parts; distinguishing between fact and suggestion or deduction;	Distinguish Identify Compare Analyze Contrast Outline	What rationale is provided for this conclusion? What is the writer's view point? What evidence supports that theory?
Synthesis	Combining elements or components in novel way; creating a new pattern or structure; learning outcomes are typically creative.	Design Develop Solve Create Organize Reconstruct	Write a report Build a model. Develop a theory Combine Design Create
Evaluation	Application or assessment based on specific criteria or rationale; judgments regarding value and relevance of concepts or materials; ability to judge value of material for specific purpose based on specific criteria.	Determine Evaluate Defend Judge Appraise Conclude Interpret	Provide reasons for and against Appraise the system used in this model

Note that the same verbs can be used at different levels of cognitive complexity. While many students will be able to function at the more simple cognitive domains, it is important to produce graduates who are critical thinkers and decision makers, operating at the more complex cognitive levels. Graduates who function at higher cognitive levels operate beyond the basic transmission of facts, or ability to recall what is taught, the most qualified professionals in cosmetology manicuring and esthetician are those who are able to analyze and synthesize information, drawing accurate and relevant conclusions based on their observations and the information provided them.

Affective Domain

The affective domain relates to the development of attitudes and values that are associated with success, but affective objectives are more difficult to assess or measure, as they relate to the demonstration of attitudes or feelings toward other people, concepts, and things. In so many cases, professional success is based on more than specific knowledge and skills; much of job performance is associated with affective factors, which are hard to quantify, such as the following attitudes and values desired in students and professionals:

- Positive attitude
- Getting along with others
- Having a good work ethic
- Enjoying their job

The affective domain can be broken down into categories as well.

These are listed in order from the most simple to the most complex:

- Receiving
- Responding
- Valuing
- Organization
- Characterization

<i>Category or Level</i>	<i>Definition</i>	<i>Key words</i>
Receiving (phenomena): awareness, perception, attention to and reception of (nonverbal) and verbal information Responding (to phenomena)	Awareness or attention to something in the environment Showing new behavior as a result of specific experiences; related to motivation	Asks Chooses Describes Follows Selects Answers Assists Performs Practices Reports
Valuing; assessment of worth or value	Showing commitment or personal involvement	Completes Demonstrates Differentiates Justifies Proposes
Organization	Integrating a new value into one's own personal values or priorities	Arranges Combines Compares Modifies Prepares
Characterization or internalizing	Acting consistently according to a new value	Acts Discriminates Qualifies Verifies Questions

Any time you include standards for performances or actions such as these, you are considered elements of the affective domain:

- Good work ethic: appropriate habits and attitudes, pride in good work
- Appropriate appearance and grooming
- Appropriate relationships with employers
- Appropriate relationships with fellow employees
- Personal and business standards related to ethics
- Appropriate relationships with clients - customer relations
- Communication skills

Source: Milady Standard. Esthetician, Cosmetology, Manicurist, Instructor

Affective Domain Chart

Put your test answers on page 23 or go to www.CEUAPPROVED.com to complete online for half the price.

8 HR. TEACHING TECHNIQUES (Reading Material pages 1-10)

1. Teaching strategies are the methods by which instructors impart information and skills to their students.
2. Perceptual Modality describes the individual's biological mechanisms or reactions to the world around him.
3. A student's capacity to learn relies on his or her ability to absorb information through the five senses.
4. Research data suggests that students naturally emphasize what they learn from visual cues over those absorbed through hearing alone.
5. Dominance refers to a preference for using one hemisphere of the brain over the other hemisphere.
6. The Left Hemisphere (LH) of the brain is rational, analytical, and verbal.
7. A preference for a visual learning style means a need to see the information in a written or visual format.
8. Visual learners tend to remember more of a lecture if they see it, as well as hear it, being delivered.
9. Kinesthetic learners are associated with the dimensions of touching (tactile) or moving (kinesthetic).
10. Evaluating student performance usually involves the awarding of a particular grade.

8 HR. LESSON PLAN DEVELOPMENT (Reading Material pages 11-21)

1. In order for an assessment tool to be truly useful to both the student and instructor, it must convey certain information.
2. Tools used by instructors to score performance tasks are also known as rubrics.
3. Two types of rubrics can be used to assist with assessment activities: analytic and holistic.
4. Clear learning objectives make students accountable for their progress or lack of progress toward a goal, providing both a standard and criteria for the assessment and evaluation of students.
5. Learning objectives are three-part statements describing scholastic expectations for each student.
6. Learning objectives are stated in terms of student achievement, and state exactly what students must do to show expertise in skills and theoretical knowledge.
7. Learning objectives typically state what the student should be able to do after completing the course.
8. Criterion statements are also referred to as competencies, levels of expertise, or levels of mastery.
9. The affective domain relates to the development of attitudes and values that are associated with success.
10. Affective objectives are more difficult to assess or measure, as they relate to the demonstration of attitudes or feelings toward other people, concepts, and things.

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4. TRUE ___ FALSE ___	4. TRUE ___ FALSE ___
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6. TRUE ___ FALSE ___	6. TRUE ___ FALSE ___
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10. TRUE ___ FALSE ___	10. TRUE ___ FALSE ___

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