## EXAMINATION CONTENT AND IMPORTANT INSTRUCTIONS

*Please visit your examination provider's website for the most current bulletin prior to testing.*

**The National Instructor Theory Examination is the licensure examination for Instructors, which is developed by the National-Interstate Council of State Boards of Cosmetology (NIC). This bulletin contains IMPORTANT INFORMATION regarding the examination, including content outline covered by the theory examination, sample questions and answers. The time allowed for the Instructor Theory Examination is 90 minutes.**

For each NIC National Theory Examination, there are TWO (2) parts to every Candidate Information Bulletin (CIB) stored as separate documents:

- *Examination Content* and *Important Instructions* – This document provides information about the scope of content covered in the Theory examination and information and guidelines related to administration of the Theory examination.
- *References* – This document provides a list of references used to develop and support the content covered in the examination. The references are always the same for the Theory and Practical examinations.

### BE CERTAIN TO DOWNLOAD AND/OR PRINT, AND REVIEW BOTH DOCUMENTS THAT MAKE UP THE NIC EXAMINATION CIB.

## PLEASE REVIEW ALL INFORMATION CAREFULLY!

### IMPORTANT INSTRUCTIONS

- Do not leave the examination area without permission. Permission must be obtained to leave the examination area for any reason, including restroom usage or at the completion of the examination. Picture ID is required for re-entry into examination.
- With the exception of verbal instructions, the proctors and examination administration personnel are not allowed to communicate with candidates.
- If you have an emergency situation please notify the proctor.
- The following provides examples of materials and actions that are prohibited during the examination administration:
  - Possession of cellular phones, pagers, tablets, computers, projectors, cameras, or any other electronic or recording devices, printed materials, or handwritten notes.
  - Communicating to other candidates.
  - Exhibiting disruptive behavior.
    - *The above referenced items or actions are not an exhaustive list. Failure to comply with any of these conditions or exhibiting ANY behavior that suggests an effort to cheat will result in your immediate dismissal from the examination and your actions reported to the proper authorities.*

# INSTRUCTOR THEORY EXAMINATION
# CONTENT OUTLINE

The following outlines the scope of content covered by the NIC National Instructor Theory Examination. The percentages represent the percentage if items from each domain. The examination is comprised of 85 items of which 75 items are weighted and contribute to the candidate's final score.

## DOMAIN 1:  INSTRUCTIONAL PLANNING (31%)

A.    Understand the curriculum delivery process
    1.    Understand syllabus
    2.    Understand course outline
    3.    Understand components of a lesson plan (e.g., subject matter, time allotment for subjects, student activities, etc.)
    4.    Develop lesson plans
    5.    Deliver course content
    6.    Identify/define instructional outcomes (e.g., course goals, instructional objectives)
    7.    Assess performance using goals and objectives (e.g., theoretical, lab/clinic)
B.    Understand student learning styles and needs
    1.    Understand types of learners (e.g., kinesthetic, visual, audio)
    2.    Adapt instruction based on learning styles (e.g., theoretical, lab/clinical application)
    3.    Identify the learning needs of students (e.g., international, at-risk, physically-challenged, adult and educationally disadvantaged learners)
C.    Understand the advantage and purpose of instructional materials (e.g., technology, tools, products, and equipment)
    1.    Understand types of instructional materials and develop guidelines for appropriate use:
        a.    Printed (e.g., textbooks, handouts)
        b.    Audiovisual (e.g., flip charts, CDs, DVDs, transparencies)
        c.    Demonstration
        d.    Technology
    2.    Select instructional materials (e.g., based on creating interest, increasing retention, lesson objectives, learning styles)
D.    Understand assessment methods of student learning
    1.    Written
    2.    Practical
    3.    Oral

## Domain 2:  INSTRUCTIONAL METHODS (37%)

A.    Demonstrate appropriate use and knowledge of methods of instruction
    1.    Lecture
    2.    Demonstration (e.g., role play, hands-on assignment)
    3.    Group learning (e.g., projects, peer teaching, presentations)
B.    Recognize obstacles to learning
    1.    Identify obstacles (e.g., ability level, behavior)
    2.    Adapt instructional practices
C.    Demonstrate appropriate use and knowledge of communication
    1.    Verbal skills:
        a.    Language skills (e.g., pronunciation, grammar, vocabulary)
        b.    Voice control  (e.g., modulation, projection, tone)
    2.    Non-verbal skills (e.g., body mechanics, facial expression)
    3.    Listening skills (e.g., active listening)
D.    Utilize time management techniques

E.    Assess student learning
    1.    Determine method of assessment
    2.    Implement steps in assessment
    3.    Evaluate assessment results
    4.    Understand reliability and validity of assessment results

## Domain 3: THEORY AND PRACTICAL CLASSROOM MANAGEMENT (32%)

A.    Learning environment
    1.    Organize physical learning environment (e.g., seating arrangement, instructional space)
    2.    Recognize the conditions of the physical environment (e.g., temperature, lighting, sound)
    3.    Adapt instructional practices to accommodate obstacles to learning
B.    Understand Instructor responsibilities as related to:
    1.    Professional conduct (e.g., image, ethics, leadership)
    2.    Academic advising and counseling to help learners:
        a.    Identify areas in need of improvement (e.g., assessments, progress reports)
        b.    Identify obstacles to learning (e.g., lack of attendance, classroom behavior)
        c.    Identify causes of obstacles (e.g., financial, personal issues)
    3.    Administrative responsibilities (e.g., attendance, grades, inventory)
C.    Maintain a safe learning environment
    1.    Identify characteristics of a safe learning environment
    2.    Identify safety hazards in the learning environment
    3.    Maintain environment in a safe manner (e.g., enforce rules and routines)
    4.    Practice infection control procedures

# INSTRUCTOR THEORY EXAMINATION
# SAMPLE QUESTIONS

The following sample questions are similar to those presented in the NIC Instructor Theory Examination. Each item has four answer options. Only one option is correct or the answer. An answer key is provided following the sample questions. Performance on the sample questions may not represent performance on the NIC examination.

1.    Which of the following should be recorded in an educator's time utilization log?
    a.    Planned work
    b.    Clocked hours
    c.    Students' grades
    d.    Disciplinary actions

2.    To ensure educational content is kept current, the educator would utilize which of the following materials?
    a.    Workbook
    b.    Dictionary
    c.    Reference book
    d.    Social network

3.    Which of the following should be considered with visual integrity?
    a.    Vocabulary
    b.    Introduction
    c.    Gestures
    d.    Emphasis

4.    When a large group of students is divided for group discussions, an effective arrangement is the
    a.    cluster.
    b.    chevron.
    c.    theatre.
    d.    boardroom.

5.   An educator informs a student that the electrical cord is sitting in water and needs to be moved. Whose responsibility is it to correct the situation?
   a.   Maintenance
   b.   Instructor
   c.   Administrator
   d.   Student

6.   Students who benefit the MOST from processing tactile information and movement are
   a.   kinesthetic learners.
   b.   auditory learners.
   c.   visual learners.
   d.   disruptive learners.

7.   When teaching theory before presenting related practical skills, which of the following can benefit certain learners?
   a.   Theory concepts are always more interesting.
   b.   Practical skills cannot be learned without theory concepts.
   c.   Theory provides the basic concepts.
   d.   Practical skills always take longer to present than theory.

8.   Which of the following grading methods is used for organizing and interpreting data gathered by observing students' performance?
   a.   Cut score
   b.   Rubric
   c.   Rating scale
   d.   Point grading

**KEY:  1: A, 2: D, 3: C, 4: A, 5: B, 6: A, 7: C, 8: B**