

GENDER-AFFIRMING PERMANENT MAKEUP CERTIFICATION

Design Table

Pedagogical Model (or MOL Framework): Dialogic + Supportive models

Learning Outcomes (Come from Proposal)	Instructional Strategies	Learning Activities/Tasks (Should be reflected in Prototype)	Learning Technologies	Assessment and Evaluation Criteria
Recognize the benefits and importance of gender-affirming permanent makeup	Reflection, Modeling and explaining.	Learners will be prompted to reflect on a time when they felt their gender was affirmed. Even if cisgender, does makeup, PMU, or clothing make you feel happy and like yourself? Learners will then write a short answer on what makes them feel affirmed in their gender or other identities. Learners will then watch a short lecture on what gender affirmation/euphoria, and view examples of how PMU can help individuals to achieve affirmation and euphoria.	LMS	Instructor will assess learner's reflection. Initial assessment to be utilized to see individual learner's progression.
Exemplify aspects of a gender-inclusive space	Modeling and explaining, reflection	Learners will be given micro lectures on the topic of creating a gender-inclusive space, (what aspects does it include, why it's important, and what one may look like). In addition, they may be presented with infographics on the concepts from the micro lecture that they may print and use at a later time or for reference. Finally, learners will be tasked with creating their own inclusive space statement.	Video, content creation tools	Instructor will evaluate and provide feedback on the learner's inclusive space statement. Assessment will be guided by a rubric as well as the individual artists' goals and abilities.
Develop an awareness to proper terminology and conversational skills needed to improve bedside manner	Modeling and explaining, reflection	The learner will be presented with a micro lecture on proper conversational and bedside manner. After the lecture is presented, students will be given the opportunity to walk through a POV video simulation where they will be prompted to pause the video or the video will give them time to answer while walking through as a client at a studio. Learners will then be asked to provide short reflections on what aspects they learned and could be providing to their clientele along with the opportunity to ask for clarification	Video, content creation tools	Instructor will provide feedback on the learner's reflection.

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when working with LGBTQ+ Clients				
Execute proper facial mapping techniques based on the desired gender-affirming outcome	Modeling and explaining	Learners will be given micro lectures on how PMU can enhance certain characteristics, and how to utilize mapping to match the client's desired effect. In addition, they may be presented with infographics on the concepts from the microlecture that they may print and use at a later time or for reference	Video, LMS	Learners will be presented with example maps and asked to match them with the proper desired outcome
Demonstrate knowledge of proper gender-inclusive terminology	Modeling and explaining	Micro lectures will be used to teach students the proper terminology and its meanings, along with historical context when needed.	Video, LMS	Learners will complete a quiz in order to assess their understanding of the terminology.