

# Course Outline

Fashion and Interior Design

REVISED: August/2017

**Job Title:**  
Manicurist

**78-10-95**

**Career Pathway:**  
Personal Services

**Manicuring/2**

**Industry Sector:**  
Fashion and Interior Design

**Credits:** 15

**Hours:** 200

**O\*NET-SOC CODE:**  
39-5092.00

**Course Description:**

This competency-based course is the last of a two-course sequence and contains a 200-hour manicuring training needed under the rules and regulations issued by the California State Board of Barbering and Cosmetology (CSBBC) to successfully pass the license examination. Instruction covers part two of pedicuring and employability/ entrepreneurship skills. The course focuses on the application of artificial nails. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

**CBEDS Title:**  
Manicuring

**Prerequisites:**

Enrollment requires successful completion of Manicuring/1 (78-10-90) course.

**CBEDS No.:**  
5814

**NOTE:** For Perkins purposes this course has been designated as a **capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



## **COURSE OUTLINE COMPETENCY-BASED COMPONENTS**

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

### **COURSE OUTLINE COMPONENTS**

### **LOCATION**

#### **GOALS AND PURPOSES**

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

#### **PERFORMANCE OBJECTIVES OR COMPETENCIES**

pp. 7-10

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

**COURSE OUTLINE COMPETENCY-BASED COMPONENTS**  
**(continued)**

<b>COURSE OUTLINE COMPONENTS</b>	<b>LOCATION</b>
<b>INSTRUCTIONAL STRATEGIES</b>	p. 12
<p>Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.</p> <p>Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.</p>	
<b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
<b>EVALUATION PROCEDURES</b>	p. 12
<p>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</p> <p>Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.</p>	
<b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

## **ACKNOWLEDGMENTS**

Thanks to MAY LAHAM for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

ANA MARTINEZ  
Specialist  
Career Technical Education

ROSARIO GALVAN  
Administrator  
Division of Adult and Career Education

APPROVED:

JOE STARK  
Executive Director  
Division of Adult and Career Education

# **CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS**

## ***Fashion and Interior Design Industry Sector Knowledge and Performance Anchor Standards***

### **1.0 Academics**

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.

### **2.0 Communications**

Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

### **3.0 Career Planning and Management**

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

### **4.0 Technology**

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment.

### **5.0 Problem Solving and Critical Thinking**

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

### **6.0 Health and Safety**

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment.

### **7.0 Responsibility and Flexibility**

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings.

### **8.0 Ethics and Legal Responsibilities**

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

### **9.0 Leadership and Teamwork**

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

### **10.0 Technical Knowledge and Skills**

Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks.

### **11.0 Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings and through the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

## ***Fashion and Interior Design Pathway Standards***

### **C. Personal Services Pathway**

Students who follow the Personal Services pathway develop the essential concepts, knowledge, principles, and skills to be successful in the career opportunities in this industry. Careers or subjects in this field include barbering, cosmetology, electrology, esthetics, advanced esthetics, makeup artistry, and manicuring, with the emphasis on client consultation, health/safety, service/treatment protocols, product/equipment knowledge, marketing/promotion, management, and business practices.

Sample occupations associated with this pathway:

- ◆ Barber
- ◆ Esthetician
- ◆ Hair Stylist
- ◆ Makeup Artist
- ◆ Manicurist

- C1.0 Identify the importance of state board licensing, rules and regulations for the beauty industry.
- C2.0 Recognize the different communication skills that are necessary to be successful in the personal service career pathways of the beauty industry.
- C3.0 Explain the importance of following the federal and state health and safety regulations, Occupational Safety and Health Administration (OSHA) regulations, infection control practices for the beauty industry.
- C4.0 Describe importance of keeping up with new trends, technologies, product development, new equipment, and services for clients.
- C5.0 Demonstrate the key concepts and principles to designing and performing services and treatment plans for clients.
- C6.0 Employ the leadership and business management practices and cultural proficiencies that would lead to success in the beauty industry.
- C7.0 Differentiate the types of business ownership and the advantages/disadvantages of owning and/or managing a business.
- C8.0 Analyze the clients' needs, abilities, purpose, and challenges to obtaining their goals with services and treatment.
- C9.0 Explain the legal, ethical, scope of practice, and financial responsibilities that exist in the beauty industry.
- C10.0 Synthesize the treatment protocols of clients to assess, re-evaluate, and change the services or treatment plans to reach their goals.
- C11.0 Evaluate the various equipment, supplies, products, and distributors, and manufacturers, and that represent the beauty industry.
- C12.0 Assess the current state, federal and international scope of practice, rules and regulations required of professionals in the beauty industry.  
more seamless transition.

**CBE**  
**Competency-Based Education**

**COMPETENCY-BASED COMPONENTS**  
**for the Manicuring/2 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. PEDICURING – PART 2</p> <p>Apply toenail analyses and pedicuring services including foot and ankle massage.</p> <p>(30 hours)</p>	<ol style="list-style-type: none"> <li>1. Attend 10 hours of theoretical lecture on pedicure as required by the California State Board of Barbering and Cosmetology (CSBBC).</li> <li>2. Describe and perform proper toenail analysis.</li> <li>3. Describe the various products used for pedicures.</li> <li>4. Demonstrate the safe and efficient use of all implements and equipment for pedicuring.</li> <li>5. Prepare products and set up a table for pedicuring service.</li> <li>6. Demonstrate the proper techniques for foot and ankle massage in conjunction with the pedicure service.</li> <li>7. Perform a minimum of 10 complete pedicure services as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C8.1, C8.2, C8.3, C8.4, C8.5, C10.1, C10.2, C10.3, C10.4, C10.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. APPLICATION OF ARTIFICIAL NAILS</p> <p>Understand, demonstrate, and evaluate the application and repair of acrylic nails (liquid and powder brush-on, tip overlay), nail tips, and nail wraps.</p> <p>(160 hours)</p>	<ol style="list-style-type: none"> <li>1. Attend 25 hours of theoretical lecture on the application of artificial nails as required by the CSBBC.</li> <li>2. Review and use proper nail analysis procedures.</li> <li>3. Analyze nail problems and describe possible remedies.</li> <li>4. Prepare products and set up a table for the application of artificial nails.</li> <li>5. Describe and use safety precautions required for the application or removal of the following: <ol style="list-style-type: none"> <li>a. artificial nails</li> <li>b. nail tips</li> <li>c. wraps</li> <li>d. repairs</li> </ol> </li> <li>6. Describe various products and tools used for the application of: <ol style="list-style-type: none"> <li>a. artificial nails</li> <li>b. nail tips</li> <li>c. wraps</li> <li>d. repairs</li> </ol> </li> <li>7. Describe and use proper techniques for the application of: <ol style="list-style-type: none"> <li>a. artificial nails</li> <li>b. nail tips</li> <li>c. wraps</li> <li>d. repairs</li> </ol> </li> <li>8. Describe and use proper techniques for the removal of: <ol style="list-style-type: none"> <li>a. artificial nails</li> <li>b. nail tips</li> <li>c. wraps</li> <li>d. repairs</li> </ol> </li> <li>9. Perform a minimum of 80 nails of liquid powder brush-ons or tip overlays as required by the CSBBC.</li> <li>10. Perform a minimum of 60 nail tips as required by the CSBBC.</li> <li>11. Perform a minimum of 40 nail wraps or repairs as required by the CSBBC.</li> <li>12. Describe air brushing techniques.</li> <li>13. Describe safety precautions for airbrushing.</li> <li>14. Prepare products and set up a table for application of air brushing.</li> <li>15. Practice air brushing techniques.</li> <li>16. Describe application of gel and fiberglass.</li> <li>17. Describe safety precautions for fiberglass</li> <li>18. Prepare products and set up a table for application gel and fiberglass.</li> <li>19. Practice using gel and fiberglass safely.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b> Communications: 2.4, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C8.1, C8.2, C8.3, C8.4, C8.5, C9.2, C9.4, C10.1, C10.2, C10.3, C10.4, C10.5, C11.1, C11.2, C11.4</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. EMPLOYABILITY SKILLS/ ENTREPRENEURSHIP</p> <p>Understand classroom procedures, career opportunities for manicurists, personal and interpersonal skills and attitudes that contribute to securing and retaining employment.</p>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of classroom/shop policies and procedures.</li> <li>2. Describe the importance of the following personal skills in the business environment:               <ol style="list-style-type: none"> <li>a. positive attitude</li> <li>b. self-confidence</li> <li>c. honesty</li> <li>d. perseverance</li> <li>e. self-management/work ethic</li> <li>f. pride in product/work</li> <li>g. dependability</li> </ol> </li> <li>3. Identify acceptable work attire.</li> <li>4. Demonstrate good grooming and personal hygiene.</li> <li>5. Prioritize tasks and meet deadlines.</li> <li>6. Describe wage scales for the trade.</li> <li>7. Describe various careers related to the cosmetology trade.</li> <li>8. Describe the education and/or training requirements and personal qualifications needed in a variety of cosmetology occupations.</li> <li>9. Establish goals for self-improvement and further education/training.</li> <li>10. Describe the skills, knowledge, and attitudes needed to:               <ol style="list-style-type: none"> <li>a. locate employment in cosmetology occupations</li> <li>b. obtain employment in cosmetology occupations</li> <li>c. maintain employment in cosmetology occupations</li> </ol> </li> <li>11. Identify the occupational skills mastered in the cosmetology program that are transferable to:               <ol style="list-style-type: none"> <li>a. paid employment</li> <li>b. entrepreneurship</li> <li>c. career advancement</li> <li>d. advanced training</li> </ol> </li> <li>12. Identify the importance of lifelong learning in a world of constantly changing technology.</li> <li>13. Identify the uses of computer technology in the cosmetology trade e.g., maintaining client records, etc.</li> <li>14. Describe the importance of the following informational resources in aiding the manicurist:               <ol style="list-style-type: none"> <li>a. cosmetology trade conferences</li> <li>b. trade advisories</li> <li>c. the use of the internet</li> <li>d. publications</li> </ol> </li> <li>15. Describe the role of effective customer service in the cosmetology trade.</li> <li>16. Describe the benefit of good salesmanship techniques in the cosmetology trade.</li> <li>17. Identify effective business management practices.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.6, 9.7 Technical Knowledge and Skills: 10.2, 10.3, 10.4, 10.5, 10.14, 10.16 Demonstration and Application: 11.1, 11.2, 11.3, 11.4, 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		<b>CTE Pathway:</b> C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C7.1, C7.2, C7.3, C7.4, C7.5, C8.1, C8.2, C8.3, C8.4, C8.5, C9.2, C9.3, C9.4, C10.1, C10.2, C10.3, C10.5, C11.1, C11.2, C12.1, C12.2, C12.5

## ***SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES***

### **TEXTBOOKS**

California. Business and Professions Code. Division III, Chapter 10 – Barbering and Cosmetology, 2004.

California, State Board of Barbering and Cosmetology, Rules and Regulations. 2009.

California, State Board of Barbering and Cosmetology, Syllabus for the Training of Teachers, nd.

Colletti, Anthony B. The Keystone Guide to BeautyCulture, 7<sup>th</sup> Edition. Keystone Publications, 1980.

Frangie, Catherine M., et. al., Milady’s Standard Cosmetology. 2012. Milady, 2012.

Healy, Mary. Regents/Prentice-Hall Textbook of Cosmetology, 3<sup>rd</sup> Edition Prentice-Hall, 1993.

Heavilin, Shelley. Milady’s Illustrated Cosmetology Dictionary, 2<sup>nd</sup> Edition. Milady Publishing Corp., 2001.

Milady. Milady’s Standard Nail Technology: Preparing for the Practical Exam. Milady Publishing Corp., 2002.

### **PAMPHLETS AND PERIODICALS**

American Hairdresser. Service Publications.

Modern Beauty Salon. Vance Publications Corp.

Shop Talk.

Salon Ovations. Milady Publishing,

Nail Pro. Creative Age Publications

### **MULTI-MEDIA**

Teacher-prepared slides, films, transparencies, and instructional packages.

### **RESOURCES**

Employer Advisory Board members

Representatives of manufacturers of cosmetological equipment and supplies

CTE Foundation Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>

<http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Demonstration/participation
- C. Work live on models and practice mannequins
- D. Community resources
- E. Multi-sensory presentations
  - 1. Charts
  - 2. Films
  - 3. Mounted pictures

### **EVALUATION**

SECTION A – Pedicuring – Part 2 – Pass all assignments and exams on pedicuring – part 2 with a minimum score of 80% or higher.

SECTION B – Application of Artificial Nails– Pass all assignments and exams on application of artificial nails with a minimum score of 80% or higher.

SECTION C – Employability Skills / Entrepreneurship – Pass all assignments and exams on employability skills / entrepreneurship with a minimum score of 80% or higher.

---

### Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.

---