

# Course Outline

Fashion and Interior Design

REVISED: August/2017

**Job Title:**  
Cosmetologist

**78-45-75**

**Career Pathway:**  
Personal Services

## Cosmetology Crossover for Barber

**Industry Sector:**  
Fashion and Interior Design

**Credits:** 30

**Hours:** 400

**O\*NET-SOC CODE:**  
39-5012.00

### Course Description:

This competency-based course is designed for barbers to receive training to become a licensed cosmetologist. The course is 400 hours of technical instruction and practical operations covering cosmetology practices that are not part of the required barber training. Technical instruction includes theory lectures, demonstrations, textbook study, and examination. Practical operations include practice of complete services on mannequins and real customers. The competencies in this course are aligned with California Career Technical Education Model Curriculum Standards.

**CBEDS Title:**  
Cosmetology

### Prerequisites:

Students should be a licensed Barber or present proof of successful completion of a Board-approved Barber program in California to take Cosmetology Crossover for Barber.

**CBEDS No.:**  
5812

**NOTE:** For Perkins purposes this course has been designated as an **introductory/concentrator/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**

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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)**

**COURSE OUTLINE COMPONENTS**

**LOCATION**

**INSTRUCTIONAL STRATEGIES**

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

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.

**UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT**

Cover

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.

pp. 7-25

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.

**EVALUATION PROCEDURES**

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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.

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.

**REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT**

Cover

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.

## ***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.

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

**COMPETENCY-BASED COMPONENTS**  
**for the Cosmetology Crossover for Barbers Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. THE BARBERING AND COSMETOLOGY ACT/THE BOARD'S RULES AND REGULATIONS</p> <p>Understand the rules, regulations, and safety precautions issued by the California State Board of Barbering and Cosmetology (CSBBC) under Title 16, Chapter 9, of the Barbering and Cosmetology Act.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify all the rules and regulations issued by the CSBBC.</li> <li>2. Describe the state licensing requirements.</li> <li>3. Discuss the need for state supervision of all cosmetology-related occupations.</li> <li>4. Identify good cosmetology practices within the guidelines of the CSBBC.</li> <li>5. Identify violations of the Cosmetology Act and recommend correct practices.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 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, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7 Technical Knowledge and Skills: 10.2, 10.14</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.4, C3.1, C3.2, C3.3, C3.4, C3.5, C5.2, C5.3, C6.3, C9.1, C9.2, C9.3, C12.1, C12.2, C12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. CHEMISTRY IN COSMETOLOGY</p> <p>Learn the chemical composition and purposes of hair and skin care preparations; study the basic physical and chemical changes of matter as they apply to the cosmetologist.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify all the rules and regulations issued by the CSBBC.</li> <li>2. Describe the state licensing requirements.</li> <li>3. Discuss the need for state supervision of all cosmetology-related occupations.</li> <li>4. Identify good cosmetology practices within the guidelines of the CSBBC.</li> <li>5. Identify violations of the Cosmetology Act and recommend correct practices.</li> <li>6. Define <i>pH</i>.</li> <li>7. Identify the chemical composition of products used by cosmetologists.</li> <li>8. Identify the basic physical and chemical changes of matter.</li> <li>9. Describe chemical reactions that can occur when mixing chemical products or when used on the hair, skin, and nails.</li> <li>10. Identify the symptoms of illnesses caused by allergies to various products used by cosmetologists.</li> <li>11. Discuss and demonstrate the ability to store, mix, and use chemicals efficiently and safely.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.5, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7 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> C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.2, C5.5, C8.1, C8.2, C10.1, C11.1, C11.2, C11.4</p>
<p>C. HEALTH, SAFETY AND HAZARDOUS SUBSTANCES</p> <p>Understand and apply the products, procedures, policies, and practices that promote health and safety in the workplace.</p>	<ol style="list-style-type: none"> <li>1. Discuss the Material Safety Data Sheets (MSDS) as they apply to the cosmetology profession.</li> <li>2. Discuss the Occupational Safety and Health Administration (OSHA) guidelines as they apply to the cosmetology profession.</li> <li>3. Identify equipment care procedures.</li> <li>4. Discuss and demonstrate proper tool use and care.</li> <li>5. Identify the shop procedures for fire and earthquake safety.</li> <li>6. Identify the rules and regulations regarding the prevention of communicable diseases including HIV/AIDS and Hepatitis B.</li> <li>7. Pass the Health and Safety/Hazardous Substances Safety Test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 9, 10, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.2 Technical Knowledge and Skills: 10.1, 10.2, 10.16 Demonstration and Application: 11.1, 11.2  <b>CTE Pathway:</b> C1.1, C1.2, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C4.3, C9.2, C9.3, C9.4, C11.0, C11.2, C11.4, C11.5
D. ELECTRICITY IN COSMETOLOGY  Understand the nature of electrical current, principles of operating electrical devices, and apply the various safety precautions used when operating electrical equipment.	<ol style="list-style-type: none"> <li>1. Define <i>electrical current</i>.</li> <li>2. Discuss the principles of operating electrical equipment.</li> <li>3. Identify the electrical appliances used by cosmetologists.</li> <li>4. Discuss the purposes of various electrical appliances used by cosmetologists.</li> <li>5. Discuss and demonstrate use of all electrical equipment in a safe, efficient way.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5  <b>CTE Anchor:</b> Communications: 2.1 Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.1, 8.2 Technical Knowledge and Skills: 10.1  <b>CTE Pathway:</b> C1.2, C2.1, C3.3, C4.2, C11.2, C11.4, C12.1
(5 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>E. DISINFECTION AND SANITATION</p> <p>Understand, apply, and evaluate disinfection and sanitation techniques in cosmetology.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Differentiate between disinfection and sanitation.</li> <li>2. Discuss the importance of working in a sanitary environment.</li> <li>3. Discuss the procedures needed to protect the health and safety of the consumer as well as a cosmetologist.</li> <li>4. Set up and use a sanitary maintenance area.</li> <li>5. Demonstrate the ability to mix and use various disinfectant solutions.</li> <li>6. Perform a minimum of 10 disinfection and sanitation procedures as required by the CSBBC.</li> <li>7. Pass a disinfection and sanitation test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 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: 7.2, 7.3, 7.4 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2, 10.16 Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C2.1, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.3, C5.1, C6.3, C8.1, C8.2, C8.5, C9.1, C9.2, C9.3, C9.4, C11.2, C11.4</p>
<p>F. BACTERIOLOGY, ANATOMY AND PHYSIOLOGY</p> <p>Understand the relationship between bacteria and the practice of disinfection and sanitation; understand the anatomy and physiology of the head, face, and neck; analyze</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: <ol style="list-style-type: none"> <li>a. <i>bacteriology</i></li> <li>b. <i>anatomy</i></li> <li>c. <i>physiology</i></li> </ol> </li> <li>2. Discuss the growth, movement, and reproduction of bacteria.</li> <li>3. Discuss the relationship between bacteria and the anatomy and physiology of the following areas: <ol style="list-style-type: none"> <li>a. head</li> <li>b. hair</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>the hair; analyze treatments for hair conditions.</p> <p>(5 hours)</p>	<ul style="list-style-type: none"> <li>c. face</li> <li>d. neck</li> <li>4. Discuss the structure of the hair.</li> <li>5. Analyze the following attributes of hair:               <ul style="list-style-type: none"> <li>a. texture</li> <li>b. porosity</li> <li>c. elasticity</li> </ul> </li> <li>6. Discuss proper care for hair.</li> <li>7. Identify the causes of damage to the hair.</li> <li>8. Recommend treatments for damaged hair.</li> <li>9. Discuss conditions of the hair that may be treated by the cosmetologist.</li> </ul>	<p>Communications: 2.5, 2.6</p> <p>Technology: 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.5, 6.6</p> <p>Responsibility and Flexibility: 7.4</p> <p>Ethics and Legal Responsibilities: 8.1, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.2</p> <p><b>CTE Pathway:</b> C1.4, C2.1, C2.2, C3.1, C3.2, C3.4, C4.1, C4.2, C8.1, C8.2, C8.4, C9.4, C10.1, C10.2, C10.3, C10.5, C11.1, C11.4, C12.1, C12.5</p>
<p><b>G. WET HAIR STYLING</b></p> <p>Understand and apply the techniques for hair and scalp analyses, shampoos, finger waves, pin curl sets, and all hairstyle finishing.</p>	<ul style="list-style-type: none"> <li>1. Perform a hair analysis.</li> <li>2. Perform a scalp analysis.</li> <li>3. Perform a complete shampoo service.</li> <li>4. Identify pin curl structure.</li> <li>5. Use various pin curl placement techniques.</li> <li>6. Identify roller direction.</li> <li>7. Use various roller placement techniques.</li> <li>8. Identify finger wave structure.</li> <li>9. Perform a complete finger waving service.</li> <li>10. Perform various back combing techniques in the hairstyle finishing procedure.</li> <li>11. Perform various back brushing techniques in the hairstyle finishing procedure.</li> <li>12. Perform a minimum of 35 complete wet hairstyling services on live models and practice mannequins as required by the CSBBC.</li> </ul>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b></p> <p>Academics: 1.0</p> <p>Communications: 2.4</p> <p>Career Planning and Management: 3.1, 3.2</p> <p>Technology: 4.1, 4.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)		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: 7.2, 7.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.5, 8.7, 8.8 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.16  <b>CTE Pathway:</b> C2.1, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.4, C8.5, C9.2, C9.4, C10.1, C10.2, C10.3
<b>H. THERMAL HAIR STYLING</b>  Understand and apply the techniques in thermal hairstyling including press curl.	<ol style="list-style-type: none"> <li>1. Perform a hair analysis.</li> <li>2. Perform a scalp analysis.</li> <li>3. Demonstrate how to use a hot comb correctly, efficiently, and safely.</li> <li>4. Perform straightening using a hot comb.</li> <li>5. Perform waving and curling using a hot comb.</li> <li>6. Demonstrate how to use a curling iron correctly, efficiently, and safely.</li> <li>7. Perform straightening using a curling iron.</li> <li>8. Perform waving and curling using a curling iron.</li> <li>9. Demonstrate how to use a blow dryer correctly, efficiently, and safely.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 9, 11, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.4

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)	<ol style="list-style-type: none"> <li>10. Perform straightening using a blow dryer.</li> <li>11. Perform waving and curling using a blow dryer.</li> <li>12. Perform a minimum of 15 complete thermal hairstyling services on live models and practice mannequins as required by the CSBBC.</li> </ol>	<p>Career Planning and Management: 3.1, 3.2</p> <p>Technology: 4.1</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.2, 7.4, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.5</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.16</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C2.1, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.4, C9.2, C9.4, C10.1, C10.2, C10.3</p>
<p>I. PERMANENT WAVING</p> <p>Understand and apply hair analysis techniques for chemical and heat permanent waving.</p>	<ol style="list-style-type: none"> <li>1. Perform a hair analysis as applied to permanent waving.</li> <li>2. Use various hair sectioning techniques.</li> <li>3. Use various hair parting techniques.</li> <li>4. Use various wrapping techniques.</li> <li>5. Use various rod placements.</li> <li>6. Apply all types of self-timing heat and cold permanent waves per manufacturer's instructions.</li> <li>7. Demonstrate how to take a test curl.</li> <li>8. Demonstrate how to apply curling lotion.</li> <li>9. Demonstrate how to apply neutralizing agent.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.4, 2.5, 2.6, 2.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	<ol style="list-style-type: none"> <li>10. Demonstrate how to process curling lotion.</li> <li>11. Demonstrate how to process neutralizing agent.</li> <li>12. Demonstrate how to rinse curling lotion.</li> <li>13. Demonstrate how to rinse neutralizing agent.</li> <li>14. Perform a minimum of 35 complete permanent waving services on live models and practice mannequins as required by the CSBBC.</li> </ol>	<p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4            Problem Solving and Critical Thinking: 5.1, 5.4            Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7            Responsibility and Flexibility: 7.1            Ethics and Legal Responsibilities: 8.1, 8.2, 8.4            Technical Knowledge and Skills: 10.1, 10.16</p> <p><b>CTE Pathway:</b>            C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.1, C3.3, C4.1, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C8.1, C8.2, C8.4, C8.7, C9.6, C10.1, C10.2, C10.3</p>
<p>J. CHEMICAL STRAIGHTENING</p> <p>Understand and apply hair analysis techniques for chemical straightening.</p>	<ol style="list-style-type: none"> <li>1. Use required safety precautions for all hair straightening products.</li> <li>2. Use proper sectioning for all hair straightening products.</li> <li>3. Use proper application techniques for all hair straightening products.</li> <li>4. Use proper processing techniques for all hair straightening products.</li> <li>5. Use proper techniques for rinsing after the hair straightening service.</li> <li>6. Use proper techniques for neutralizing after the hair straightening service.</li> <li>7. Perform a minimum of 10 complete hair straightening services on live models or practice mannequins as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b>            1, 2, 3, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b>            Academics: 1.0            Communications: 2.4, 2.5, 2.6, 2.7            Career Planning and Management: 3.1, 3.2, 3.3, 3.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		<p>Problem Solving and Critical Thinking: 5.2, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7</p> <p>Leadership and Teamwork: 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.16</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C6.4, C8.1, C8.2, C8.4, C8.7, C9.2, C9.6, C10.1, C10.2, C10.3</p>
<p>K. HAIRCUTTING</p> <p>Understand and apply hair analysis techniques for wet and dry cutting.</p>	<ol style="list-style-type: none"> <li>1. Identify various facial shapes.</li> <li>2. Identify hairstyles that complement various facial shapes.</li> <li>3. Use various guidelines in haircutting services.</li> <li>4. Use various sectioning techniques in haircutting services.</li> <li>5. Use various hair elevation techniques in achieving the desired haircut.</li> <li>6. Use various haircutting techniques.</li> <li>7. Use thinning shears in a haircut.</li> <li>8. Perform wet haircuts using scissors.</li> <li>9. Perform wet haircuts using a razor.</li> <li>10. Perform dry haircuts using scissors.</li> <li>11. Perform dry haircuts using electric clippers.</li> <li>12. Perform a minimum of 10 complete haircutting services on live models and practice mannequins as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0</p> <p>Problem Solving and Critical Thinking: 5.2</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.5 Technical Knowledge and Skills: 10.1, 10.16 Demonstration and Application: 11.1  <b>CTE Pathway:</b> C1.4, C2.1, C2.2, C3.1, C3.2, C3.4, C4.1, C4.2, C4.4, C5.2, C5.3, C5.5, C8.1, C8.2, C8.3, C8.5, C9.2, C11.2, C12.1, C12.5
L. HAIR COLORING AND BLEACHING  Understand and apply hair analysis techniques for safe coloring and bleaching.	<ol style="list-style-type: none"> <li>1. Perform a hair analysis.</li> <li>2. Perform a scalp analysis.</li> <li>3. Perform the predisposition test to determine any client allergy to hair color.</li> <li>4. Use the required safety precautions for the mixing of hair color, bleach, and color removal products.</li> <li>5. Mix hair color, bleach, and color removal products correctly.</li> <li>6. Use the required safety precautions for the application of hair color, bleach, and color removal products.</li> <li>7. Use the required sectioning techniques for hair coloring, bleaching, and color removal services.</li> <li>8. Use the required sub-parting techniques for hair color, bleaching, and color removal services.</li> <li>9. Use the required application techniques for hair color, bleaching, and dye removal services.</li> <li>10. Use proper shampoo techniques after the hair color or bleaching service.</li> <li>11. Use proper conditioner selection after the hair color or bleaching service.</li> <li>12. Perform color rinses; however, no cosmetology credit is granted.</li> <li>13. Perform a minimum of 15 hair color services and 5 bleaching services on live models as required by the CSBBC.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.2, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4 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, 7.7



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)		<p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.7</p> <p>Leadership and Teamwork: 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.16</p> <p>Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.1, C3.2, C3.4, C3.5, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.3, C8.4, C8.5, C8.7, C9.2, C9.6, C10.1, C10.2, C10.3, C11.2, C12.5</p>
<p>M. SCALP AND HAIR TREATMENTS</p> <p>Understand and apply the techniques for scalp and hair treatments.</p>	<ol style="list-style-type: none"> <li>1. Perform a hair analysis.</li> <li>2. Perform a scalp analysis.</li> <li>3. Perform scientific brushing procedure.</li> <li>4. Use manual manipulations for scalp massage.</li> <li>5. Use the electrical equipment for scalp massage.</li> <li>6. Use various hair conditioning products on scalp and for hair treatment services.</li> <li>7. Perform a minimum of 5 scalp and hair treatment services on live models as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 5, 8, 10</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3</p> <p>Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		<b>CTE Pathway:</b> C3.2, C3.3, C3.4, C4.2, C4.4, C5.1, C5.2, C5.3, C5.5, C8.1, C8.2, C8.3, C8.5, C10.3, C10.5
<p>N. MANUAL, ELECTRICAL, AND CHEMICAL FACIALS</p> <p>Understand and apply the techniques for manual, electrical, and chemical facials.</p>	<ol style="list-style-type: none"> <li>1. Minimum of 2 hours of technical instruction on manual facials.</li> <li>2. Minimum of 7 hours of technical instruction on electrical facials.</li> <li>3. Minimum of 10 hours of technical instruction on chemical facials.</li> <li>4. Analyze the skin to determine facial treatments needed.</li> <li>5. Use proper cleansing techniques.</li> <li>6. Use manual manipulation techniques in the performance of facial services.</li> <li>7. Use electrical equipment including dermal lights in the performance of facial services.</li> <li>8. Apply facial packs properly.</li> <li>9. Apply facial masks properly.</li> <li>10. Use various facial treatment products properly.</li> <li>11. Perform a minimum of 10 manual facials, 10 electrical facials, and 20 chemical facials on live models as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 5, 8, 10, 12</p> <p><b>CTE Anchor:</b>            Communications: 2.4            Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4            Health and Safety: 6.1, 6.2, 6.6, 6.7            Responsibility and Flexibility: 7.4            Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b>            C3.3, C3.4, 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,            C10.3, C10.5</p>
<p>O. EYEBROW ARCHING AND HAIR REMOVAL</p> <p>Understand and apply the techniques for eyebrow arching hair removal by using wax or chemical depilatories.</p>	<ol style="list-style-type: none"> <li>1. Use safety precautions and proper procedure in the removal of superfluous facial hair.</li> <li>2. Perform hair removal using manual tweezers.</li> <li>3. Perform hair removal using wax.</li> <li>4. Perform hair removal using a chemical depilatory.</li> <li>5. Perform a minimum of 15 eyebrow arching and hair removal treatments on live models as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b>            Problem Solving and Critical Thinking: 5.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(20 hours)		<p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.4, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3</p> <p>Technical Knowledge and Skills: 10.2, 10.4</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> C3.2, C3.4, C4.2, C4.4, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.3, C8.5, C9.2, C10.3</p>
<p>P. MAKEUP, LASH AND BROW TINTING, AND FALSE EYELASHES</p> <p>Understand and apply makeup application techniques to enhance the customer's appearance.</p>	<ol style="list-style-type: none"> <li>1. Perform a skin analysis to determine proper type of makeup.</li> <li>2. Analyze facial shape and imperfections to determine proper makeup application technique.</li> <li>3. Use facial shading and highlighting techniques in makeup application.</li> <li>4. Apply false eyelashes properly.</li> <li>5. Perform lash and brow tinting.</li> <li>6. Perform basic day makeup application.</li> <li>7. Perform basic evening makeup application.</li> <li>8. Perform a minimum of 15 makeup application services on live models as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 5, 8, 10</p> <p><b>CTE Anchor:</b> Problem Solving and Critical Thinking: 5.1, 5.2, 5.4</p> <p>Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3</p> <p>Demonstration and Application: 11.1</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(35 hours)		<b>CTE Pathway:</b> C3.2, C3.3, C3.4, C4.2, C4.4, C5.1, C5.2, C5.3, C5.5, C8.1, C8.2, C8.3, C8.5, C9.2
Q. WATER AND OIL MANICURING  Understand and apply water and oil manicuring techniques.	<ol style="list-style-type: none"> <li>1. Perform a visual nail analysis.</li> <li>2. Use proper procedures for giving water manicures in a safe and effective way.</li> <li>3. Use proper procedures for giving oil manicures in a safe and effective way.</li> <li>4. Perform a hand and arm massage.</li> <li>5. Perform a minimum of 20 water and oil manicures on live models as required by the CSBBC.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 10, 12  <b>CTE Anchor:</b> Communications: 2.6 Problem Solving and Critical Thinking: 5.2, 5.3 Health and Safety: 6.1, 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: 10.2 Demonstration and Application: 11.1, 11.2  <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, C10.1, C10.2, C10.3
(35 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>R. PEDICURES</p> <p>Understand and apply nail analysis and pedicure techniques.</p> <p>(21 hours)</p>	<ol style="list-style-type: none"> <li>1. Perform a visual nail analysis.</li> <li>2. Use proper procedures for giving a pedicure in a safe and effective way.</li> <li>3. Perform a foot and ankle massage.</li> <li>4. Perform a minimum of 5 pedicure services on live models as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 10, 12</p> <p><b>CTE Anchor:</b> Communications: 2.6 Problem Solving and Critical Thinking: 5.2, 5.3 Health and Safety: 6.1, 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, C10.1, C10.2, C10.3</p>
<p>S. ARTIFICIAL NAILS</p> <p>Understand and apply artificial nail application techniques.</p>	<ol style="list-style-type: none"> <li>1. Minimum of 5 hours of technical instruction on acrylic liquid and powder brush-ons.</li> <li>2. Minimum of 3 hours of technical instruction on artificial nails.</li> <li>3. Minimum of 2 hours of technical instruction on nail wraps and repairs.</li> <li>4. Use the required safety precautions for the application of artificial nails or nail tips.</li> <li>5. Use the required safety precautions and eye safety goggles for the removal of artificial nails or nail tips.</li> <li>6. Use various products and techniques for the application of artificial nails.</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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(50 hours)	<ol style="list-style-type: none"> <li>7. Use various products and techniques for the application of nail tips.</li> <li>8. Use various products and techniques for the application of nail wraps.</li> <li>9. Use various products and techniques for repair of nails.</li> <li>10. Apply a minimum of 40 liquid and powder brush-on nails, 40 nail tips, and 40 wraps and repairs as required by the CSBBC.</li> </ol>	<p>Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.4</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>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>
<p>T. ENTREPRENEURSHIP/SHOP MANAGEMENT</p> <p>Understand entrepreneurship through set-up and management analysis of a beauty salon business</p>	<ol style="list-style-type: none"> <li>1. Define the following: <ol style="list-style-type: none"> <li>a. <i>resources</i></li> <li>b. <i>management</i></li> <li>c. <i>sustainability</i></li> </ol> </li> <li>2. Discuss the management of the following resources in the cosmetology field: <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>3. List specific examples of effective management of the following resources in the cosmetology field: <ol style="list-style-type: none"> <li>a. time</li> <li>b. materials</li> <li>c. personnel</li> </ol> </li> <li>4. Discuss the benefits of effective resource management in the cosmetology field: <ol style="list-style-type: none"> <li>a. profitability</li> <li>b. sustainability</li> <li>c. company growth</li> </ol> </li> <li>5. Discuss the economic benefits and liabilities of managing resources in an environmentally responsible way.</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, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7 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, 6.3, 6.4, 6.5, 6.6, 6.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(3 hours)	<ol style="list-style-type: none"> <li>6. Define the following:               <ol style="list-style-type: none"> <li>d. <i>resources</i></li> <li>e. <i>management</i></li> <li>f. <i>sustainability</i></li> </ol> </li> <li>7. Discuss the management of the following resources in the cosmetology field:               <ol style="list-style-type: none"> <li>d. time</li> <li>e. materials</li> <li>f. personnel</li> </ol> </li> <li>8. List specific examples of effective management of the following resources in the cosmetology field:               <ol style="list-style-type: none"> <li>d. time</li> <li>e. materials</li> <li>f. personnel</li> </ol> </li> <li>9. Discuss the benefits of effective resource management in the cosmetology field:               <ol style="list-style-type: none"> <li>d. profitability</li> <li>e. sustainability</li> <li>f. company growth</li> </ol> </li> <li>10. Discuss the economic benefits and liabilities of managing resources in an environmentally responsible way.</li> <li>11. Explain how to select a shop.</li> <li>12. List four ways to advertise a shop.</li> <li>13. Describe what “service” means to the customer.</li> <li>14. Explain how to select a shop in a small town.</li> <li>15. Explain how to select a shop in an office building.</li> <li>16. Explain how to set up a patron’s card index.</li> <li>17. Define <i>public relations</i>.</li> <li>18. Identify the following shop details:               <ol style="list-style-type: none"> <li>a. management structure</li> <li>b. size of the shop</li> <li>c. style of the shop</li> <li>d. layout of the shop</li> <li>e. location of the shop</li> <li>f. record keeping</li> <li>g. tax preparation issues</li> </ol> </li> </ol>	<p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5</p> <p>Technical Knowledge and Skills: 10.2, 10.4, 10.5</p> <p>Demonstration and Application: 11.3, 11.4, 11.5</p> <p><b>CTE Pathway:</b> C1.3, C1.4, C2.1, C2.2, C2.3, C3.1, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.3, C5.4, C6.2, C6.3, C6.4, C7.3, C7.4, C7.5, C8.1, C8.2, C8.3, C8.4, C9.3, C9.4, C10.1, C10.2, C10.5, C11.2, 11.1, C11.2, C12.1, C12.2, C12.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>U. SALESMANSHIP</p> <p>Understand key concepts of professional sales.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. List ten hair products to be sold.</li> <li>2. Define the following terms: <ol style="list-style-type: none"> <li>a. <i>cross-selling</i></li> <li>b. <i>upselling</i></li> </ol> </li> <li>3. Discuss and demonstrate the following cross-selling techniques: <ol style="list-style-type: none"> <li>a. identifying the value of a hair product</li> <li>b. bridging the hair product to a complementary product</li> <li>c. pointing out the benefits of the complementary hair product</li> <li>d. asking the customer to buy the complementary hair product</li> </ol> </li> <li>4. Discuss and demonstrate the following upselling techniques: <ol style="list-style-type: none"> <li>a. identifying the value of the hair product</li> <li>b. pointing out the savings and other benefits of a higher quality hair product to the customer</li> <li>c. asking the customer to buy the higher quality hair product</li> </ol> </li> <li>5. Demonstrate cross-selling and upselling through: <ol style="list-style-type: none"> <li>a. describing basic hair products to customer explaining various features of additional hair products to customer</li> <li>b. recommending additional hair products to the customer</li> </ol> </li> <li>6. Demonstrate how to set up a shop for demonstrations.</li> <li>7. Describe different methods to acquire repeat business.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 10</p> <p><b>CTE Anchor:</b>  Communications: 2.1, 2.3, 2.5  Career Planning and Management: 3.1, 3.2, 3.3, 3.5, 3.6  Technology: 4.1, 4.2, 4.3, 4.5  Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4  Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7  Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7  Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.5, 8.6  Technical Knowledge and Skills: 10.1, 10.14  Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b>  C1.3, C1.4, C2.1, C2.2, C2.3, C2.4, C3.1, C4.1, C4.2, C4.3, C5.1, C5.2, C5.3, C6.2, C6.3, C7.1, C7.5, C8.1, C8.2, C8.3, C8.4, C8.5, C10.1, C10.2, C10.5, C12.1, C12.2</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>V. EMPLOYABILITY SKILLS</p> <p>Understand, apply, and evaluate the employability skills required in the barbering field.</p> <p>(3 hours)</p>	<ol style="list-style-type: none"> <li>1. Discuss employer requirements for the following:               <ol style="list-style-type: none"> <li>a. punctuality</li> <li>b. attendance</li> <li>c. attitude toward work</li> <li>d. quality of work</li> <li>e. teamwork</li> <li>f. timeliness</li> <li>g. communication skills</li> </ol> </li> <li>2. Identify potential employers through traditional and internet sources.</li> <li>3. Discuss the role of electronic social networking in job search.</li> <li>4. Design sample résumés and cover letters.</li> <li>5. Discuss the importance of filling out a job application legibly, with accurate and complete information.</li> <li>6. Complete sample job application forms correctly.</li> <li>7. Discuss the importance of enthusiasm on a job.</li> <li>8. Discuss the importance of appropriate appearance on a job.</li> <li>9. Discuss the importance of the continuous upgrading of job skills.</li> <li>10. Discuss customer service as a method of building permanent relationships between the organization and the customer.</li> <li>11. Discuss and demonstrate appropriate interviewing techniques.</li> <li>12. Identify the informational materials and resources needed to be successful in an interview.</li> <li>13. Design sample follow-up letters.</li> <li>14. Discuss and demonstrate appropriate follow-up procedures.</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          Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5          Technology: 4.2, 4.3,          Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4          Health and Safety: 6.2, 6.4, 6.6          Responsibility and Flexibility: 7.3, 7.4, 7.5, 7.6, 7.7          Ethics and Legal Responsibilities: 8.1, 8.2, 8.7          Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6          Technical Knowledge and Skills: 10.4, 10.14, 10.16          Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b>          C2.2, C2.3, C2.4, C2.5, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.2, C6.3, C7.5, C8.1, C8.4, C9.2, C9.3, C10.2, C10.3</p>

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

### **TEXTS AND SUPPLEMENTAL BOOKS**

Milady. Milady's Standard Cosmetology. Cengage Learning, 2012. [www.milady.cengage.com/index.asp](http://www.milady.cengage.com/index.asp)

Janssen, Marybeth, Milady Publishing Company Staff, Moore, Miller, Carroll. Milady's Standard System of Salon Skills: Hairdressing: [Student] Course Book, Edition 1. Cengage Delmar Learning, 1999.

Healy, Mary. Textbook of Cosmetology, 3<sup>rd</sup> Edition. Prentice-Hall, 2000.

Dalton, John W. Professional Cosmetologist, 4th Edition. West Group, 1997.

Salon Fundamentals Cosmetology, 2011. Pivot Point International, Inc. [www.pivot-point.com/](http://www.pivot-point.com/)

Cosmetology Fundamentals, A Designer's Approach to Career Success, 2009. Pivot Point International, Inc. [www.pivot-point.com/](http://www.pivot-point.com/)

### **PAMPHLETS AND PERIODICALS**

American Hairdresser. New York: Service Publications.

Modern Beauty Salon. Chicago: Vance Publications Corp.

California Stylist. Los Angeles: Holland Graphics, Inc.

### **RESOURCES**

Employer Advisory Board members

Representatives of manufacturers of barber equipment and supplies.

CTE Model Curriculum Standards

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

Standards for Career Ready Practice:

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

### **COMPETENCY CHECKLIST**

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

### **METHODS AND PROCEDURES**

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Work on live models/mannequins demonstrating use of tools and implements of the cosmetology trade.
- E. Demonstration/participation
- F. Projects
- G. Multi-sensory presentations
  - a. charts
  - b. films
  - c. mounted pictures

### **EVALUATION**

SECTION A – The Barbering and Cosmetology Act/The Board’s Rules and Regulations – Pass all assignments and exams on the California State Board of Barbering and Cosmetology with a minimum score of 80% or higher.

SECTION B – Chemistry in Cosmetology – Pass all assignments and exams on chemistry in cosmetology with a minimum score of 80% or higher.

SECTION C – Health, Safety and Hazardous Substances – Pass all assignments and Health and Safety/Hazardous Substances Safety Test with 100% accuracy.

SECTION D – Electricity in Cosmetology – Pass all assignments and exams on electricity in cosmetology with a minimum score of 80% or higher.

SECTION E – Disinfection and Sanitation – Pass all assignments and exams on disinfection and sanitation with a minimum score of 80% or higher.

SECTION F – Bacteriology, Anatomy, and Physiology – Pass all assignments and exams on bacteriology, anatomy and physiology with a minimum score of 80% or higher.

SECTION G – Wet Hair Styling – Pass all assignments and exams on wet hair styling skills with a minimum score of 80% or higher.

SECTION H – Thermal Hair Styling – Pass all assignments and exams on thermal hair styling with a minimum score of 80% or higher.

SECTION I – Permanent Waving – Pass all assignments and exams on permanent waving with a minimum score of 80% or higher.

SECTION J – Chemical Straightening – Pass all assignments and exams on chemical straightening with a minimum score of 80% or higher.

SECTION K – Haircutting – Pass all assignments and exams on haircutting with a minimum score of 80% or higher.

SECTION L – Hair Coloring and Bleaching – Pass all assignments and exams on hair coloring and bleaching with a minimum score of 80% or higher.

SECTION M – Scalp and Hair Treatments – Pass all assignments and exams on scalp and hair treatments with a minimum score of 80% or higher.

SECTION N – Manual, Electrical and Chemical Facials – Pass all assignments and exams on manual, electrical and chemical facials with a minimum score of 80% or higher.

SECTION O – Eyebrow Arching and Hair Removal – Pass all assignments and exams on eyebrow arching and hair removal with a minimum score of 80% or higher.

SECTION P – Makeup, Lash and Brow Tinting and False Eyelashes – Pass all assignments and exams on makeup, lash and brow tinting and false eyelashes with a minimum score of 80% or higher.

SECTION Q – Water and Oil Manicuring – Pass all assignments and exams on water and oil manicuring with a minimum score of 80% or higher.

SECTION R – Pedicures – Pass all assignments and exams on pedicures with a minimum score of 80% or higher.

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

SECTION T – Entrepreneurship/Shop Management – Pass all assignments and exams on entrepreneurship/shop management with a minimum score of 80% or higher.

SECTION U – Salesmanship – Pass all assignments and exams on salesmanship with a minimum score of 80% or higher.

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

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### Statement for Civil Rights

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

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