

Course Outline

Fashion and Interior Design

REVISED: August/2017

Job Title:
Cosmetologist

78-45-63

Career Pathway:
Personal Services

Cosmetology/2

Industry Sector:
Fashion and Interior Design

Credits: 40

Hours: 600

O*NET-SOC CODE:
39-5012.00

CBEDS Title:
Cosmetology

CBEDS No.:
5812

Course Description:

This competency-based course is the second of the three-series cosmetology training and offers the 600-hour course conducted under the rules and regulations issued by the California State Board of Barbering and Cosmetology (CSBBC). This course develops the skills needed to take and pass the license examination. Instruction includes wet and thermal hair styling; permanent waving; chemical straightening; haircutting; technical instruction and practical training in esthetics, manicuring, pedicuring, and artificial nails; and health and safety technical instruction review. 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.

Prerequisites:

Enrollment requires successful completion of Cosmetology/1 (78-45-60) course.

NOTE: For Perkins purposes this course has been designated as a **concentrator** 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. 7-13

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

p. 16

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

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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 Cosmetology/2 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. WET HAIRSTYLING II</p> <p>Review the techniques for hair and scalp analyses, shampoos, finger waves, pin curl sets, and all hairstyle finishing; perform hairstyling services on live models and mannequins.</p> <p>(80 hours)</p>	<ol style="list-style-type: none"> 1. Review the steps in hair analysis. 2. Review the steps in scalp analysis. 3. Perform a complete shampoo service. 4. Review the features of a pin curl structure. 5. Use various pin curl placement techniques. 6. Identify roller direction. 7. Use various roller placement techniques. 8. Review the features of a finger wave structure. 9. Review the steps in a complete finger waving service. 10. Review various back combing techniques in the hairstyle finishing procedure. 11. Perform various back brushing techniques in the hairstyle finishing procedure. 12. Perform a minimum of 200 complete wet hairstyling services on live models and practice mannequins as required by the CSBBC. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.3, 6.4, 6.6, 6.7 Responsibility and Flexibility: 7.3, 7.4, 7.5 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.4 Demonstration and Application: 11.1</p> <p>CTE Pathway: C2.2, C2.4, C2.5, C5.4, C5.5, C10.1, C10.3, C10.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. THERMAL HAIRSTYLING II</p> <p>Know the techniques in thermal hairstyling including press curl.</p> <p>(80 hours)</p>	<ol style="list-style-type: none"> 1. Perform a hair analysis. 2. Perform a scalp analysis. 3. Demonstrate how to use a hot comb correctly, efficiently, and safely. 4. Perform straightening using a hot comb. 5. Perform waving and curling using a hot comb. 6. Demonstrate how to use a curling iron correctly, efficiently, and safely. 7. Perform straightening using a curling iron. 8. Perform waving and curling using a curling iron. 9. Demonstrate how to use a blow dryer correctly, efficiently, and safely. 10. Perform straightening using a blow dryer. 11. Perform waving and curling using a blow dryer. 12. Review various techniques in the performance of thermal hairstyling services. 13. Perform a minimum of 40 thermal hair styling services/press and curl and 40 thermal hair styling/blow dry services on live models and practice mannequins as required by the CSBBC. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4, 5.6 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7 Responsibility and Flexibility: 7.3, 7.4, 7.5 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.14 Demonstration and Application: 11.5</p> <p>CTE Pathway: C1.1, C2.1, C2.3, C3.1, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C10.1, C10.2, C10.3, C10.4, C10.5</p>
<p>C. HAIR COLORING AND BLEACHING II</p> <p>Know hair analysis techniques for safe coloring and bleaching.</p>	<ol style="list-style-type: none"> 1. Attend 30 hours of theoretical lecture on hair color and bleaching as required by the CSBBC. 2. Perform a hair analysis. 3. Perform a scalp analysis. 4. Perform the predisposition test to determine any client allergy to hair color. 5. Use the required safety precautions for the mixing of hair color, bleach, and color removal products. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(100 hours)	<ol style="list-style-type: none"> 6. Mix hair color, bleach, and color removal products correctly. 7. Use the required safety precautions for the application of hair color, bleach, and color removal products. 8. Use the required sectioning techniques for hair coloring, bleaching, and color removal services. 9. Use the required sub-parting techniques for hair color, bleaching, and color removal services. 10. Use the required application techniques for hair color, bleaching, and dye removal services. 11. Use proper shampoo techniques after the hair color or bleaching service. 12. Use proper conditioner selection after the hair color or bleaching service. 13. Perform color rinses; however, no cosmetology credit is granted. 14. Perform a minimum of 25 hair color services and 8 bleaching services on live models as required by the CSBBC. 	<p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6</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: 7.5</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5</p>
<p>D. PERMANENT WAVING II</p> <p>Learn hair analysis techniques for chemical and heat permanent waving.</p>	<ol style="list-style-type: none"> 1. Perform a hair analysis. 2. Use various hair sectioning techniques. 3. Use various hair parting techniques. 4. Use various wrapping techniques. 5. Use various rod placements. 6. Apply all types of self-timing heat and cold permanent waves per manufacturer's instructions. 7. Demonstrate how to take a test curl. 8. Demonstrate how to apply curling lotion. 9. Demonstrate how to apply neutralizing agent. 10. Demonstrate how to process curling lotion. 11. Demonstrate how to process neutralizing agent. 12. Demonstrate how to rinse curling lotion. 13. Demonstrate how to rinse neutralizing agent. 14. Perform a minimum of 35 complete permanent waving services on live models and practice mannequins as required by the CSBBC. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0</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: 7.3, 7.4, 7.5, 7.6, 7.7</p> <p>Ethics and Legal Responsibilities: 8.3</p> <p>Technical Knowledge and Skills: 10.14</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(50 hours)		CTE Pathway: C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1
E. CHEMICAL STRAIGHTENING II Understand hair analysis techniques for chemical straightening.	<ol style="list-style-type: none"> 1. Use required safety precautions for all hair straightening products. 2. Use proper sectioning for all hair straightening products. 3. Use proper application techniques for all hair straightening products. 4. Use proper processing techniques for all hair straightening products. 5. Use proper techniques for rinsing after the hair straightening service. 6. Use proper techniques for neutralizing after the hair straightening service. 7. Perform a minimum of 35 complete hair straightening services on live models or practice mannequins as required by the CSBBC. 	Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 12 CTE Anchor: Academics: 1.0 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, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.1, 8.5 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.14 CTE Pathway: C1.1, C3.2, C3.3, C3.4, C3.5, C5.1, C5.2, C5.3, C5.5
(50 hours)		
F. HAIRCUTTING II Know hair analysis techniques for wet and dry cutting.	<ol style="list-style-type: none"> 1. Identify various facial shapes. 2. Identify hairstyles that complement various facial shapes. 3. Use various guidelines in haircutting services. 4. Use various sectioning techniques in haircutting services. 5. Use various hair elevation techniques in achieving the desired haircut. 6. Use various haircutting techniques. 7. Use thinning shears in a haircut. 8. Perform wet haircuts using scissors. 	Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 12 CTE Anchor: Academics: 1.0

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(50 hours)	9. Perform wet haircuts using a razor. 10. Perform dry haircuts using scissors. 11. Perform dry haircuts using electric clippers. 12. Perform a minimum of 50 complete haircutting services on live models and practice mannequins as required by the CSBBC.	Communications: 2.3, 2.4, 2.5, 2.7 Career Planning and Management: 3.4, 3.6 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.5 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.6 CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C5.1, C5.2, C5.3, C5.4, C5.5, C9.2, C9.4, C12.1, C12.2, C12.5
G. TECHNICAL INSTRUCTION AND PRACTICAL TRAINING IN ESTHETICS I Learn makeup application techniques to enhance the customer's appearance.	1. Demonstrate manual facials including cleansing, scientific manipulations, packs and masks. 2. Demonstrate electrical facials including the use of electrical modalities, dermal lights and electrical apparatus for facials and skincare purposes; however machines capable of producing an electrical current shall not be used to stimulate so as to contract or for the purpose of contracting the muscles of the face or body. 3. Demonstrate chemical facials include chemical skin peels, packs, masks and scrubs. (NOTE: Training shall emphasize that only the non-living, uppermost layers of facial skin known as the epidermis may be removed and only for the purpose of beautification. All practical operations must be performed in accordance with Section 992 of the CSBBC Rules and Regulations regarding skin peeling). 4. Demonstrate eyebrow arching and hair removal, including the use of wax, tweezers, electrical or manual and depilatories for the removal of superfluous hair. 5. Perform a skin analysis. 6. Perform complete and corrective makeup. 7. Perform lash and brow tinting and the application of eyelashes.	Career Ready Practice: 1, 2, 5, 7, 8, 9, 10, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4, 2.6, 2.7 Technology: 4.1, 4.2, 4.3, 4.4, 4.5 Problem Solving and Critical Thinking: 5.1, 5.4 Health and Safety: 6.1, 6.7 Responsibility and Flexibility: 7.3, 7.5

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(80 hours)	<ol style="list-style-type: none"> Perform a minimum of 5 manual facials, 10 electrical facials, and 10 chemical facials on live models as required by the CSBBC. Perform a minimum of 5 eyebrow arching and hair removal treatments on live models as required by the CSBBC. Perform a minimum of 10 makeup application service on a live model as required by the CSBBC. 	<p>Ethics and Legal Responsibilities: 8.1, 8.7</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.4</p> <p>CTE Pathway: C2.1, C2.2, C2.3, C2.5, C3.1, C5.1, C5.2, C5.3, C5.4, C8.1, C8.2, C8.3, C8.4, C8.5</p>
<p>H. TECHNICAL INSTRUCTION AND PRACTICAL TRAINING IN MANICURING, PEDICURING AND ARTIFICIAL NAILS I</p> <p>Know nail analysis, manicure and pedicure techniques. Practice artificial nail application techniques.</p>	<ol style="list-style-type: none"> Demonstrate water and oil manicure, including nail analysis, hand/foot and arm/ankle massage. Demonstrate application of artificial nails including acrylic: liquid and powder brush on applications, artificial nail tips, nail wraps and repairs. Perform a minimum of 3 pedicuring services on a live model as required by the CSBBC. Perform a minimum of 3 manicuring services on a live model as required by the CSBBC. Apply a minimum of 15 liquid and powder brush-on nails, 35 nail tips, and 35 wraps and repairs as required by the CSBBC. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor:</p> <p>Academics: 1.0</p> <p>Communications: 2.1, 2.2, 2.3, 2.6, 2.7</p> <p>Technology: 4.2, 4.4, 4.5</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Responsibility and Flexibility: 7.0, 7.1, 7.2</p> <p>CTE Pathway: C2.1, C5.1, C5.2, C5.3, C8.1, C8.3, C8.4, C8.5</p>
<p>I. HEALTH AND SAFETY TECHNICAL INSTRUCTION REVIEW I</p> <p>Review the products,</p>	<ol style="list-style-type: none"> Review cosmetology chemistry including the chemical composition and purpose of cosmetic, nail, hair and skincare preparations. Review the elementary chemical makeup of cosmetology products including chemical skin peels. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 8, 9, 12</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>procedures, policies, and practices that promote health and safety in the workplace.</p> <p>(70 hours)</p>	<ol style="list-style-type: none"> 3. Review chemical and physical changes of matter. 4. Review the Material Safety Data Sheets (MSDS) as they apply to the cosmetology profession. 5. Review the Occupational Safety and Health Administration (Cal/OSHA) guidelines as they apply to the cosmetology profession. 6. Review the Environmental Protection Agency (EPA) guidelines as they apply to the cosmetology profession. 7. List chemicals that may be found in spas and salons. 8. Describe health hazards that exist in establishments. 9. Describe how to protect the technician from hazardous chemicals. 10. Describe how to prevent chemical injuries. 11. Review sound ergonomic principles in organizing one's workspace. 12. Review the theory of electricity and the principles of operating electric equipment in cosmetology. 13. Review the anatomy and physiology of the following areas: <ol style="list-style-type: none"> a. head b. hair c. face d. neck 14. Review the relationship between bacteria and the anatomy and physiology of the following areas: <ol style="list-style-type: none"> a. head b. hair c. face d. neck 15. Review the rules and regulations regarding the prevention of communicable diseases including HIV/AIDS, Hepatitis B, and Staph. 16. Review proper disinfection and sanitation techniques for all equipment used in establishments. 17. Review proper disinfection and sanitation procedures designed to protect the health and safety of the consumer as well as the technician. 18. Review the importance of the continuous consideration of the Barbering and Cosmetology Act and the Board's Rules and Regulations. 	<p>CTE Anchor:</p> <p>Academics: 1.0</p> <p>Communications: 2.7</p> <p>Career Planning and Management: 3.6</p> <p>Technology: 4.1, 4.3, 4.5, 4.6</p> <p>Problem Solving and Critical Thinking: 5.4</p> <p>Health and Safety: 6.1, 6.7</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Barbering and Cosmetology Board Rules and Regulations. 2009

Bureau of Barbering and Cosmetology, Department of Consumer Affairs,
400 R Street, Suite 4080, P. O. Box 944226, Sacramento, CA 94244-2260.

Colletti, Anthony B. Cosmetology: The Keystone Guide to Beauty Culture. 7th edition. Keystone Publications, 1657 Broadway, NY, NY 10019. Aug. 1980.

Cosmetology Act, 2004 (Chapter 10, of Division III of the Business and Professions Codes).

Cosmetology Performance Criteria, 2005. Board of Barbering and Cosmetology.

Dalton, John W. The Professional Cosmetologist, 4th edition. West Publishing Co., 610 Opperman Dr. St. Paul, MN 55164-0526. 1995.

Healy, Mary. Regents/Prentice-Hall Textbook of Cosmetology, 3rd edition. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 1993.

Milady's Illustrated Cosmetology Dictionary, 2nd edition. Publishing Corp., 3839 White Plains Road, Bronx, NY 10467. June, 2001.

Milady's Standard Textbook of Cosmetology. Milady Publishing Corp., 3839 White Plains Road, Bronx, NY 10467. 2008.

State Board Of Barbering And Cosmetology Approved Technique For Nails And Wraps.
Research and Development. Eve Matranga Bales, 22873 Trigger St, Chatsworth, CA 91311.

Sullivan, Ethel M. Sullivan Beauty Manual. The Sullivan Publishing Co., P. O. Box 5823, Orange, CA 92667. Sept. 2002.

PAMPHLETS AND PERIODICALS

American Hairdresser. NY, Service Publications.

Modern Beauty Salon. Chicago, Vance Publications Corp.

Shop Talk. 228 S. Wabash Avenue, 10th Floor, Chicago, Illinois 60604-9616.

Salon Ovations. Milady Publishing, P. O. Box 10170, Riverton, NJ 08076-8170.

Nail Pro. Creative Age Publications, P. O. Box 11730, Riverton, NJ 08076-7330.

MULTI-MEDIA

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

RESOURCES

Employer Advisory Board members

Representatives of manufacturers of cosmetological equipment and supplies

CTE MODEL CURRICULUM STANDARDS

Fashion and Interior Design Industry Sector

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

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

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

EVALUATION

SECTION A – Wet Hairstyling II – Pass all assignments and exams on wet hairstyling with a minimum score of 80% or higher.

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

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

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

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

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

SECTION G – Technical Instruction and Practical Training in Esthetics I – Pass all assignments and exams on technical instruction and practical training in esthetics I with a minimum score of 80% or higher.

SECTION H – Technical Instruction and Practical Training in Manicuring, Pedicuring, and Artificial Nails – Pass all assignments and exams on technical instruction and practical training in manicuring, pedicuring, and artificial nails with a minimum score of 80% or higher.

SECTION I – Health and Safety Technical Instruction Review I – Pass all assignments and exams on health and safety technical instruction review 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.
