

Course Outline

Fashion and Interior Design

REVISED: August/2020

Job Title
Cosmetologist

78-45-90

Career Pathway:
Personal Services

Cosmetology Specialist: Esthetician

Industry Sector:
Fashion and Interior Design

Credits: 5

Hours: 60

O*NET-SOC CODE:
39-5012.00

Course Description:

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. This competency-based course is designed to prepare trainees for specialization in the cosmetology trade. Instruction includes bacteriology, anatomy, and physiology as well as disinfection, sanitation, safety, and resource management. Emphasis is placed on color theory, contouring, formal makeup, and theatrical makeup. 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:
Cosmetology

Prerequisites:

Enrollment requires knowledge of basic cosmetology or barbering.

CBEDS No.:
5812

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. 7-11

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
<p>INSTRUCTIONAL STRATEGIES</p> <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>	p. 13
<p>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</p> <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>	Cover pp. 7-11
<p>EVALUATION PROCEDURES</p> <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>	p. 13
<p>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</p> <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>	Cover

ACKNOWLEDGMENTS

Thanks to MAY LAHHAM for developing and editing this course outline. 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 Specialist: Esthetician Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. BACTERIOLOGY, ANATOMY, AND PHYSIOLOGY</p> <p>Understand, apply, and evaluate the basic facts on the anatomy and physiology of the head, face, and neck.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify all the rules and regulations issued by the CSBBC. 2. Define the following: <ol style="list-style-type: none"> a. bacteriology b. anatomy c. physiology 3. Describe the growth, movement, and reproduction of bacteria. 4. Describe the effects of bacterial infection on the anatomy and physiology of the following areas: <ol style="list-style-type: none"> a. head b. face c. neck 5. Describe customers' most common allergic reactions to esthetic products. 6. Describe the various muscles in the head, face, and neck which are affected by massage. 7. Describe the effects of massage on the head, face, and neck. 8. Describe the steps in skin analysis. 9. Describe recommended proper care and treatments. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5, 2.6 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.5, 6.6 Ethics and Legal Responsibilities: 8.1, 8.4 Technical Knowledge and Skills: 10.1, 10.2, 10.16 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.4, C2.1, C2.2, C2.3, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.4, C8.5, C10.1, C10.2, C10.3, C11.1, C11.2, C12.1, C12.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. DISINFECTION, SANITATION, AND SAFETY</p> <p>Understand, apply, and evaluate the disinfection and sanitation techniques in esthetics.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. disinfection b. sanitation 2. Differentiate between disinfection and sanitation. 3. Describe the importance of working in a sanitary environment. 4. Describe the Environmental Protection Agency (EPA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all esthetics products, including disinfection and sanitation products. 5. Describe the California Occupational Safety and Health Administration (Cal-OSHA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all esthetic products, including disinfection and sanitation products. 6. Describe the California State Board of Barbering and Cosmetology (CSBBC) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all esthetic products, including disinfection and sanitation products. 7. Describe and demonstrate mixing and using various disinfectant solutions. 8. Perform a minimum of 5 disinfection procedures as required by the CSBBC. 9. Pass a disinfection and sanitation test with 100% accuracy. 10. Describe federal and state regulations as they apply to the Esthetician. 11. Describe and demonstrate the use of the Safety Data Sheet (SDS) as it applies to esthetics. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.2, 7.4 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p>CTE Pathway: C1.1, C1.2, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.5, C8.1, C8.2, C9.2, C9.3, C9.4, C10.1, C11.1, C11.4, C12.3</p>
<p>C. COLOR THEORY AND CONTOURING</p> <p>Understand, apply, and evaluate color theory and its role in facial contouring.</p>	<ol style="list-style-type: none"> 1. Define and describe the following: <ol style="list-style-type: none"> a. color and its properties <ol style="list-style-type: none"> i. hue ii. lightness/chroma iii. saturation/intensity b. color theory <ol style="list-style-type: none"> i. complementary colors ii. warm vs. cool colors iii. achromatic colors iv. tints and shades 	<p>Career Ready Practice: 2, 4, 5, 7</p> <p>CTE Anchor: Communications: 2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(9 hours)	<ul style="list-style-type: none"> c. color wheel or color circle d. primary colors <ol style="list-style-type: none"> 2. Describe the role of color and color theory in makeup application. 3. Define the following: <ul style="list-style-type: none"> a. contouring techniques b. sustainable and green products 4. Describe the advantages and disadvantages of using sustainable and green contouring products over traditional ones. 5. Describe and demonstrate surface contouring techniques, using traditional and/or sustainable and green products, by refining the following features or appearance: <ul style="list-style-type: none"> a. dark under eye circles and puffy eyes b. crow's feet and laugh lines c. blotchy red skin d. crooked nose e. double chin f. flat cheekbones 	<p>Problem Solving and Critical Thinking: 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.3, 6.6</p> <p>Responsibility and Flexibility: 7.7</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathway: C3.2, C3.4, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C8.1, C9.2, C10.1, C10.2, C10.3</p>
<p>D. FORMAL MAKEUP</p> <p>Understand, apply, and evaluate the tools and techniques used in formal makeup application.</p>	<ol style="list-style-type: none"> 1. Define the following: <ul style="list-style-type: none"> a. cosmetic (a.k.a. street makeup) b. formal makeup 2. Identify the places where formal makeup is used. 3. Describe the advantages and disadvantages of using sustainable and green formal makeup products over traditional ones. 4. Identify the tools and materials used to apply formal makeup. 5. Describe and demonstrate the application of formal makeup on three models attending the following events: <ul style="list-style-type: none"> a. Formal wedding reception b. Oscar Awards night c. Governor's holiday party 	<p>Career Ready Practice: 2, 4, 5, 7, 8</p> <p>CTE Anchor:</p> <p>Communications: 2.6</p> <p>Career Planning and Management: 3.4</p> <p>Problem Solving and Critical Thinking: 5.3, 5.4</p> <p>Health and Safety: 6.6</p> <p>Responsibility and Flexibility: 7.3</p> <p>Ethics and Legal Responsibilities: 8.3, 8.7</p> <p>Leadership and Teamwork: 9.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.2, 11.3 CTE Pathway: C3.2, C3.4, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C8.1, C8.2, C9.2, 10.1, C10.2, C10.3, C11.1, C11.4, C12.1
E. THEATRICAL MAKEUP Understand, apply, and evaluate the tools and techniques used in theatrical makeup application.	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. theatrical makeup b. cosmetics or “street makeup” 2. Describe the following special properties of theatrical makeup: <ol style="list-style-type: none"> a. highly pigmented to avoid color washout under bright stage lights b. highly intense to hold up under long hours and rigorous activities 3. Compare and contrast the qualities of theatrical makeup used in: <ol style="list-style-type: none"> a. stage productions b. movies c. circus 4. Describe the advantages and disadvantages of using sustainable and green theatrical makeup products over traditional ones. 5. Identify the tools and materials used to apply theatrical makeup. 6. Describe and demonstrate the application of theatrical makeup on three male and female models representing the following: <ol style="list-style-type: none"> a. twenty-something protagonist b. middle-aged antagonist c. septuagenarian action star 7. Describe and demonstrate the application of theatrical makeup on three models to create the following special effects: <ol style="list-style-type: none"> a. blisters and burns b. cuts, bruises, and abrasions c. aging 	Career Ready Practice: 2, 4, 5, 7 CTE Anchor: Communications: 2.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.6 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.2 CTE Pathway: C3.2, C3.4, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C8.1, C9.2, C10.1, C10.2, C10.3
(15 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the resource management principles and techniques in the esthetician business.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Define the following terms: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the importance of managing the following resources in the esthetician business: <ol style="list-style-type: none"> a. time b. materials c. personnel 3. List specific examples of effective management of the following in the esthetician business: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Describe the benefits of effective resource management in the esthetician business based on: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 11, 12</p> <p>CTE Anchor: Communications: 2.4, 2.6 Career Planning and Management: 3.3, 3.4, 3.5, 3.9 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.1, 7.2, 7.6 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.2, 9.4, 9.5 Technical Knowledge and Skills: 10.3, 10.4, 10.14</p> <p>CTE Pathway: C1.2, C1.3, C1.5, C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C5.6, C6.1, C6.2, C6.3, C6.4, C7.1, C8.1, C9.1, C10.3, C12.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Beatty, Deborah. Preparing for the Practical Exam: Cosmetology. Cengage Learning, January 2004.

Davis, Gretchen and Mindy Hall. The Makeup Artist Handbook: Techniques for Film, Television, Photography, and Theatre. Elsevier Science and Technology Books, March 2008.

Gabriel, Julie. The Green Beauty Guide: Your Essential Resource to Organic and Natural Skin Care, Makeup and Fragrances. Health Communications, Incorporated, October 2008.

McCormick, Janet. Spa Manicuring. Cengage Learning, January 2000.

Milady and Kathy Driscoll. Milady's Standards Comprehensive Training for Estheticians: Exam Review. Cengage Learning, August 2002.

Milady, Douglas D. Schoon, Sue Ellen Schultes, and Jewel Cunningham. Milady's Standard Nail Technology, 5th Edition. Cengage Learning, July 2007.

Watson, Rosie. New Holland Professional: Manicure and Pedicure. New Holland Publishers, April 2008.

Wright, Crystal A. Hair, Makeup and Styling Career Guide. Set the Pace Publishing Book, January 2003.

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. Individualized instruction
- C. Laboratory practice

EVALUATION

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

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

SECTION C – Color Theory and Contouring – Pass all assignments and exams on color theory and contouring with a minimum score of 80% or higher.

SECTION D – Formal Makeup– Pass all assignments and exams on electricity in formal makeup with a minimum score of 80% or higher.

SECTION E – Theatrical Makeup– Pass all assignments and exams on theatrical makeup with a minimum score of 80% or higher.

SECTION F – Resource Management– Pass all assignments and exams on resource management with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, societal, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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