

Course Outline

Fashion and Interior Design

REVISED: August/2020

Job Title
Cosmetologist

Career Pathway:
Personal Services

Industry Sector:
Fashion and Interior Design

O*NET-SOC CODE:
39-5012.00

CBEDS Title:
Cosmetology

CBEDS No.:
5812

78-45-65

Cosmetology/3

Credits: 40

Hours: 600

Course Description:

This competency-based outline is the third and last 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 hairstyling and hairdressing; permanent waving and chemical straightening; hair coloring and bleaching; haircutting; technical instruction and practical training in esthetics, pedicures, and artificial nails; health and safety technical instruction review; professional image; and the salon/spa business and preparation for employment. 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 the Cosmetology/2 (78-45-63) course.

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

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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. 7-14

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 LAHHAM and NAZELI ZELYAN 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/3 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. HAIRSTYLING & HAIRDRESSING</p> <p>Understand hair analysis techniques for safe hairstyling and hairdressing.</p> <p>(165 hours)</p>	<ol style="list-style-type: none"> 1. Complete hair analysis, shampooing, finger waving, pin curling, comb outs, straightening, waving, curling with hot combs and irons, and blower styling. 2. Complete a minimum of 30 thermal hair styling/blow dry services on live models and practice mannequins as required by the CSBBC. 3. Complete a minimum of 40 thermal hair styling services/press and curl services on live models and practice mannequins as required by the CSBBC. 4. Complete a minimum of 70 complete wet hairstyling services on live models and practice mannequins as required by the CSBBC. 	<p>Career Ready Practice: 1, 5, 6, 7, 8, 9, 11</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.5 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.2, 10.3</p> <p>CTE Pathway: C5.1, C5.2, C5.3, C5.5, C8.1, C9.2, C9.4</p>
<p>B. PERMANENT WAVING AND CHEMICAL STRAIGHTENING</p> <p>Understand hair analysis and techniques for permanent waving and chemical straightening.</p>	<ol style="list-style-type: none"> 1. Complete hair analysis. 2. Demonstrate acid and alkaline permanent waving procedures. 3. Demonstrate chemical straightening including the use of sodium hydroxide, ammonium thioglycolate, and other base and acid solutions. 4. Complete a minimum of 18 complete permanent waving services on live models and practice mannequins as required by the CSBBC. 5. Complete a minimum of 10 complete hair straightening services on live models or practice mannequins as required by the CSBBC. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5, 2.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(95 hours)		<p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4</p> <p>Problem Solving and Critical Thinking: 5.1, 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</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 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>CTE Pathway: C1.1, C1.3, C1.5, C2.1, C2.2, C2.5, 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</p>
<p>C. HAIR COLORING AND BLEACHING III</p> <p>Know hair analysis techniques for safe coloring and bleaching.</p>	<ol style="list-style-type: none"> 1. Complete a hair analysis, predisposition and strand tests, safety precautions, formula mixing, tinting, bleaching, high and low lights and the use of dye removers. 2. Complete a minimum of 15 hair color services and 5 bleaching services on live models as required by the CSBBC. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 9, 11, 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, 6.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(150 hours)		Responsibility and Flexibility: 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.1, 11.2 CTE Pathway: C2.1, C3.2, C3.4, C3.5, C4.2, C4.4, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.3, C10.1, C10.2, C11.2
D. HAIRCUTTING III Know hair analysis techniques for wet and dry cutting.	<ol style="list-style-type: none"> 1. Use scissors, razor (shaper), electrical clippers/trimmers and thinning (tapering) shears for wet and dry cutting. 2. Complete a minimum of 25 complete haircutting services on live models and practice mannequins as required by the CSBBC. 	Career Ready Practice: 1, 2, 5, 6, 7, 11, 12 CTE Anchor: Academics: 1.0 Problem Solving and Critical Thinking: 5.2 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, 7.7 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.16 Demonstration and Application: 11.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(60 hours)		CTE Pathway: 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, C11.2, C12.1, C12.5
E. TECHNICAL INSTRUCTION AND PRACTICAL TRAINING IN ESTHETICS II Know facials, eyebrow beautification, and makeup application techniques to enhance the customer's appearance.	<ol style="list-style-type: none"> 1. Complete the different kinds of manual facials including cleansing, scientific manipulations, packs and masks. 2. Complete the different kinds of 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. Complete chemical facials including chemical skin peels, packs, masks and scrubs. 4. 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. 5. Complete eyebrow arching and hair removal, including the use of wax, tweezers, electrical or manual depilatories for the removal of superfluous hair. 6. Complete skin analysis, complete and corrective makeup, lash and brow tinting, and the application of strip or individual eyelashes. 7. Complete a minimum of 5 manual facials, 10 electrical facials, and 10 chemical facials on live models as required by the CSBBC. 8. Complete a minimum of 5 eyebrow arching and hair removal treatments on live models as required by the CSBBC. 9. Complete a minimum of 10 makeup application service on a live model as required by the CSBBC. 	Career Ready Practice: 1, 5, 8, 10, 12 CTE Anchor: Communications: 2.4 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: 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3 Demonstration and Application: 11.1 CTE Pathway: C3.2, C3.4, C4.2, C4.4, C5.2, C5.3, C5.5, C8.1, C8.2, C8.3, C8.4, C8.5, C9.2, C10.1, C10.2, C10.3, C10.4, C10.5
F. TECHNICAL INSTRUCTION AND PRACTICAL TRAINING IN MANICURING, PEDICURING, AND ARTIFICIAL NAILS II Know nail analysis, manicure and pedicure techniques. Know artificial nail application techniques.	<ol style="list-style-type: none"> 1. Demonstrate water and oil manicure, pedicuring, nail analysis, hand/foot and arm/ankle massage 2. Demonstrate artificial nails including acrylic: liquid and powder brush on applications, artificial nail tips, nail wraps and repairs. 3. Apply a minimum of 5 liquid and powder brush-on nails, 10 nail tips, and 8 wraps and repairs as required by the CSBBC. 4. Complete a minimum of 9 manicuring services on a live model as required by the CSBBC. 	Career Ready Practice: 1, 2, 5, 6, 7, 8, 10, 11, 12 CTE Anchor: Academics: 1.0

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)	5. Complete a minimum of 8 pedicuring services on a live model as required by the CSBBC.	<p>Communications: 2.5, 2.6</p> <p>Technology: 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3</p> <p>Health and Safety: 6.1, 6.3, 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: 10.2</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathway: C1.4, C3.1, C3.4, 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, C11.2, C12.1, C12.5</p>
<p>G. HEALTH AND SAFETY TECHNICAL INSTRUCTION REVIEW II</p> <p>Review the products, procedures, policies, and practices that promote health and safety in the workplace.</p>	<ol style="list-style-type: none"> Review the importance of the continuous consideration of the Barbering and Cosmetology Act and the Board's Laws and Regulations. Review cosmetology chemistry and how it relates to hair, skin, and nail care. Re-evaluate the chemical composition and purpose of cosmetic, nail, hair and skincare preparations. Review the elementary chemical makeup of cosmetology preparations including chemical skin peels. Identify chemical and physical changes of matter. Review hazardous chemicals that may be found in spas and salons. Review how to protect the technician from hazardous chemicals. Review how to prevent chemical injuries. Re-examine sound ergonomic principles in organizing one's workspace. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1</p> <p>Technology: 4.3, 4.6</p> <p>Problem Solving and Critical Thinking: 5.1, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<ol style="list-style-type: none"> 10. Review the theory of electricity and the principles of operating electric equipment in cosmetology. 11. 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 12. Review the laws and regulations regarding the prevention of communicable disease including HIV/AIDS, Hepatitis B, and Staph. 13. Re-examine the Occupational Safety and Health Administration (OSHA) guidelines as they apply to the cosmetology profession. 14. Review purpose of product Safety Data Sheet (SDS). 15. Review proper disinfection and sanitation techniques for all equipment used in establishments. 16. Review proper disinfection and sanitation procedures designed to protect the health and safety of the consumer as well as the technician. 17. Re-examine the anatomy and physiology of the body as it relates to cosmetology. 	<p>Responsibility and Flexibility: 7.2</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3, 8.4</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C2.1, C2.2, C3.1, C3.2, C3.3, C3.4, C4.1, C11.2, C12.1, C12.5</p>
<p>H. PROFESSIONAL IMAGE</p> <p>Understand professional appearance, including personal hygiene and physical presentation; professional conduct; professional ethics; life skills and time management.</p>	<ol style="list-style-type: none"> 1. Describe the basic habits of daily personal hygiene. 2. Demonstrate proper standing and sitting posture. 3. List the characteristics of a healthy positive attitude. 4. Explain the attributes of a strong work ethic. 5. Define ethics. 6. Identify the most effective time management techniques. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 10, 12</p> <p>CTE Anchor:</p> <p>Communications: 2.1, 2.3, 2.4, 2.6</p> <p>Career Planning and Management: 3.1, 3.3</p> <p>Technology: 4.1, 4.3</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.3, 6.4, 6.6</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		<p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.3, 10.14</p> <p>Demonstration and Application: 11.1</p> <p>CTE Pathway: C2.2, C2.3, C2.4, C2.5, C3.1, C3.4, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.2, C6.3, C7.1, C7.5, C8.1, C8.2, C8.3, C8.4, C8.5, C9.2, C9.3, C10.2, C10.3, C10.5</p>
<p>I. THE SALON/SPA BUSINESS AND PREPARATION FOR EMPLOYMENT</p> <p>Understand salon/spa business operations and the employability skills required in the cosmetology industry.</p>	<ol style="list-style-type: none"> 1. Describe the qualities necessary to be successful in a marketing, sales and service profession. 2. Discuss the importance of using social media, for marketing, in a safe and responsible manner. 3. Describe options for going into business for yourself, station rentals and commission agreements. 4. Describe important factors to consider when opening a salon. 5. Describe the types of ownership under which a salon or spa may operate. 6. Explain why it is necessary to keep accurate business records. 7. Demonstrate the best practices for telephone use. 8. Describe and enact retail salesmanship techniques with regard to salon products and services. 9. Describe responsibilities of the front desk/receptionist and their importance to a salon's success. 10. Describe the importance of interpersonal skills in the business environment. 11. Review the responsibilities and licensing requirements. 12. Identify wage scales for the trade. 13. Describe the skill, knowledge and attitudes needed to obtain employment. 14. Develop a resume of education, skills and work experience. 15. State the importance of lifelong learning. 16. Identify the uses of computer technology. 17. Discuss the importance of trade conferences, trade advisories and trade publications. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.3, 2.4, 2.5, 2.6</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9</p> <p>Technology: 4.1, 4.2, 4.3, 4.4, 4.5</p> <p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.2, 6.3, 6.4, 6.5, 6.6</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		<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, 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.14, 10.16</p> <p>Demonstration and Application: 11.1, 11.3, 11.4, 11.5</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C7.1, C7.2, C7.3, C7.4, C7.5, C8.1, C8.2, C8.3, C8.4, C8.5, C9.1, C9.2, C9.3, C9.4, C10.2, C10.5, C11.1, C11.2, C12.1, C12.2</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Milady's Standard: Textbook of Cosmetology, 13th edition. Cengage Learning; ISBN: 156253467X. 2016

Health and Safety Course, California Board of Barbering and Cosmetology P.O. Box 944226, Sacramento, CA 94244-2260 (800) 952-5210 www.barbercosmo.ca.gov, 2019

Board of Barbering and Cosmetology Act and Regulations, California Board of Barbering and Cosmetology P.O. Box 944226, Sacramento, CA 94244-2260 (800) 952-5210 www.barbercosmo.ca.gov, 2020

Candidate Information Bulletin Supplemental for Written and Practical, Cosmetology, www.barbercosmo.ca.gov, 2016

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.

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.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

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 – Hair Styling and Hairdressing – Pass all assignments and exams on hair styling and hair dressing with a minimum score of 80% or higher.

SECTION B – Permanent Waving and Chemical Straightening – Pass all assignments and exams on permanent waving and chemical straightening with a minimum score of 80% or higher.

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

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

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

SECTION F – Technical Instruction and Practical Training in Manicures, Pedicures and Artificial Nails II – Pass all assignments and exams on technical instruction and practical training in pedicures and artificial nails with a minimum score of 80% or higher.

SECTION G – Health and Safety Technical Instruction Review II – Pass all assignments and exams on health and safety technical instruction review with a minimum score of 80% or higher.

SECTION H – Professional Image– Pass all assignments and exams on professional image with a minimum score of 80% or higher.

SECTION I – The Salon/Spa Business and Preparation for Employment – Pass all assignments and exams on the salon/spa business and preparation for employment 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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