

Course Outline

Fashion and Interior Design

REVISED: August/2020

Job Title
Esthetician

78-45-83

Career Pathway:
Personal Services

Esthetician/2

Industry Sector:
Fashion and Interior Design

Credits: 15

Hours: 200

O*NET-SOC CODE:
39-5094.00

Course Description:

This competency-based outline is the second of a three-series esthetician training and offers the 200-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. It emphasizes techniques in electrical facials, chemical facials, and advanced topics and treatments, client preparation, health and safety, and manual facials. 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 successful completion of Esthetician/1 (78-45-80).

CBEDS No.:
5812

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

pp. 7-13

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	p. 16
<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>	
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
<p>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</p> <p>Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.</p>	
EVALUATION PROCEDURES	p. 16
<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>	
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
<p>After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.</p>	

ACKNOWLEDGMENTS

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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, laws 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, laws and regulations required of professionals in the beauty industry.
more seamless transition.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Esthetician/2 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ELECTRICAL FACIALS</p> <p>Reiterate and reinforce concepts and use of all electrical apparatus' including dermal lights, galvanic, high frequency, and all other electrical modalities for facial and skin care purposes.</p>	<ol style="list-style-type: none"> 1. Review dermal light therapy and the purpose of the red, white, and blue light. 2. Review procedures for galvanic and high frequency modalities. 3. Review various client conditions that would preclude the use of an electrical apparatus for a facial. 4. Review the proper current settings for client safety and comfort. 5. Review the techniques best suited for each client. 6. Perform complete skin cleansing and preparation for the electrical facial. 7. Use electrical facial machines effectively and safely. * 8. Select the proper technique and treatment after the electrical facial. 9. Advise client on "at-home" skin care between facial treatments. 10. Perform a minimum of 20 electrical facials on models as required by the CSBBC. <p><i>* 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 body or face.</i></p>	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(65 hours)		Demonstration and Application: 11.1, 11.2 CTE Pathway: C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C8.1, C8.2, C8.3, C8.4, C8.5, C9.1, C9.2, C9.3, C9.4, C10.1, C10.2, C10.3, C10.4, C10.5, C11.2, C11.3, C11.4, C11.5, C12.1, C12.2, C12.3, C12.4, C12.5
B. CHEMICAL FACIALS AND ADVANCED TOPICS AND TREATMENTS Understand and apply chemical facials, advanced topics, and treatments in accordance with the Board Laws and Regulations.	<ol style="list-style-type: none"> 1. Review the laws and regulations regarding invasive procedures and skin peels outlined in Article 12, Section 991 and 992 Laws and Regulations of the CSBBC. 2. Describe peels and explain their exfoliating properties. 3. Recognize the contraindications of advanced exfoliation procedures. 4. Explain the benefits and use of alpha-hydroxy acid peels and microdermabrasion. 5. Describe the use of light therapy and lasers. 6. Describe spa body treatments and aromatherapy. 7. Describe various medical esthetic procedures such as injectable and dermal fillers. 8. Describe the following technologies: <ol style="list-style-type: none"> a. light emitting diodes (LED) b. micro-current machines c. ultrasound d. ultrasonic 9. Apply the laws and regulations regarding invasive procedures and skin peels outlined in Article 12, Section 991 and 992 Laws and Regulations of the CSBBC. 10. Use approved methods and techniques for mild skin peels and exfoliation. 	Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(65 hours)	11. Perform a minimum of 20 chemical facials on models as required by the CSBBC.	Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5 Demonstration and Application: 11.1, 11.2, 11.5 CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, 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, C9.5, C10.1, C10.2, C10.3, C10.4, C10.5, C11.1, C11.2, C11.3, C11.4, C11.5, C12.1, C12.2, C12.3, C12.4, C12.5
C. CLIENT PREPARATION Understand skin types versus skin conditions in relation to performance of chemical	<ol style="list-style-type: none"> 1. Identify most appropriate chemical treatment for each specific skin condition to render best results. 2. Describe treatment contraindications. 3. Perform a skin analysis prior to chemical treatment. 4. Perform client consultation including post treatment recommendations. 	Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>treatments, contraindications, performing skin analysis, client intake, pre and post-operative care, client record keeping, and health screening.</p>	<p>5. Document result on client profile.</p>	<p>CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.3, 3.4, 3.5 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.7, 7.8 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7 Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6 Demonstration and Application: 11.1, 11.2, 11.4, 11.5</p> <p>CTE Pathway: C1.2, C2.1, C2.2, C2.3, C3.1, C4.1, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C7.1, C8.1, C8.2, C8.3, C8.4, C8.5, C9.1, C9.2, C10.1, C10.2, C10.3, C10.5, C11.1, C12.1,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(5 hours)		C12.2, C12.3, C12.4, C12.5
<p>D. HEALTH AND SAFETY</p> <p>Understand the products, procedures, policies, and practices that promote health and safety in the workplace.</p>	<ol style="list-style-type: none"> 1. Review health and safety laws and agencies. 2. Review workers' rights and responsibilities. 3. Review the plan for health and safety in the salon/spa. 4. Review the plan for fire and earthquake in the salon/spa. 5. Continue practicing sound ergonomic principles in organizing one's workspace. 6. Review use of personal protective equipment. 7. Describe prevention of spreading communicable disease. 8. Demonstrate mastery in use and care of tools, apparatus, and equipment. 9. Review the safe use of electrical currents and precautions used when operation electrical equipment. 10. Review UV light exposure and photosensitivity safety. 11. Review protective procedures for chemical treatments. 12. Identify health problems caused by toxic chemical exposure. 13. Understand how to prevent toxins from entering the body. 14. Describe first aid and management of all degrees of chemical burns. 15. Continue practicing methods preventing chemical injuries. 16. Describe protection from hazardous chemicals. 17. Exercise Universal Precautions in handling bio-hazardous materials. 18. Identify harmful chemicals of advanced skin care products. 	<p>Career Ready Practice: 1, 2, 3, 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, 2.4, 2.5, 2.6, 2.7</p> <p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5</p> <p>Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</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: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7</p> <p>Leadership and Teamwork: 9.1, 9.2, 9.3, 9.4, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4</p> <p>Demonstration and Application: 11.1, 11.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)		<p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C8.1, C8.2, C8.3, C8.4, C8.5, C9.1, C9.2, C9.3, C9.4, C10.1, C10.2, C10.3, C10.4, C10.5, C11.1, C11.2, C11.3, C11.4, C11.5, C12.1, C12.2, C12.3, C12.4, C12.5</p>
<p>E. MANUAL FACIALS</p> <p>Understand skin analysis, cleansing, scientific manipulations, packs, and masks; perform manual facials.</p>	<ol style="list-style-type: none"> 1. Conduct proper skin analysis and determine skin type. 2. Describe consultations/contraindication and key elements of the manual facial treatment. 3. Describe the benefits of lymphatic drainage and pressure point massage. 4. Perform step-by-step facial treatments. 5. Describe acne facials and home care. 6. Understand the treatment needs for oily, dry, dehydrated, sensitive, and mature skin. 7. Discuss men’s skin care and treatments. 8. Perform a minimum of 20 manual facials on models as required by the CSBBC. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(40 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, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5</p> <p>Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C6.5, 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, C9.5, C10.1, C10.2, C10.3, C10.4, C10.5, C11.1, C11.2, C11.3, C11.4, C11.5, C12.1, C12.2, C12.3, C12.4, C12.5</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Milady's Standard: Fundamentals for Estheticians, 12th edition. Cengage Learning; ISBN: 9780357263792. 2019

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

TEACHER RESOURCES

Barbering and Cosmetology Act, 2020

Barbering and Cosmetology Regulations, 2020

Barnes, Letha. Master Educator's Student Course Book. Cengage Learning; ISBN: 9781133693697. 2014.

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

Candidate Information Bulletin for Written and Practical, Electrology www.barbercosmo.ca.gov 2017

Gambino Ph.D., Henry J. Modern Esthetics: A Scientific Source for Estheticians. Milady Publishing Company; ISBN: 1562530437. 2005.

Health and Safety for the Hair Care and Beauty Professional. Labor Occupational Health Program, University of California, Berkeley, CA. 1993.

Lees, Mark. Skin Care: Beyond the Basics, 4th edition. Milady Publishing Company; ISBN: 1562536257. 2011.

Michalun, Natalia and Michalun, M. Varinia. Milady's Skin Care and Cosmetic Ingredients Dictionary, 4th ed. Milady Publishing Corporation; ISBN 1562536602. 2015

Milady's Standard State Exam Review for Cosmetology. Milady Publishing Corporation, ISBN-13:9781285769554. 2016.

Milady's Wall Chart #7: Motor Points of the Face. Milady Publishing Company; ISBN: 1562532464. 1996.

Bickmore, Helen. Milady's Hair Removal Techniques: A Comprehensive Guide. Milady Publishing Company; ISBN: 9781401815554. 2003.

Deitz, Sallie. Skin Care Practices and Clinical Protocols. Milady Publishing Company; ISBN: 10:1111542392. 2012.

Pierce, Alish. Milady's Aesthetician Series: Treating Diverse Pigmentation. Milady Publishing Company; ISBN: 9781111318291. 2012.

Warfield, Susanne. SalonOvations' The Esthetician's Guide to Working with Physicians. Milady Publishing Company; ISBN: 1562533118. 1997.

MEDIA AND TECHNOLOGY

Milady's Standard of Esthetics: Fundamentals Student CD-ROM. Milady Publishing Company; ISBN: B00FKYGCKI. 2012.

DVD Series for Milady's Standard Esthetics: Fundamentals 1st edition. Milady Publishing Company; ISBN-10: 1435402812. 2008.

RESOURCES

Employer Advisory Board members

Representatives of manufacturers of esthetician equipment and supplies

Program advisor

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. videotapes
 - 3. mounted photographs

EVALUATION

SECTION A – Electrical Facials – Pass all assignments and exams on electrical facials with a minimum score of 80% or higher.

SECTION B – Chemical Facials and Advanced Topics and Treatments– Pass all assignments and exams on chemical facials and advanced topics and treatments with a minimum score of 80% or higher.

SECTION C – Client Preparation – Pass all assignments and exams on client preparation with a minimum score of 80% or higher.

SECTION D – Health and Safety– Pass all assignments and exams on health and safety with a minimum score of 80% or higher.

SECTION E – Manual Facials – Pass all assignments and exams on manual facials 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

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



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