

# Course Outline

Fashion and Interior Design

REVISED: August/2021

**Job Title**

Barber

**Career Pathway:**

Personal Services

**Industry Sector:**

Fashion and Interior Design

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

39-5011.00

**CBEDS Title:**

Barbering

**CBEDS No.:**

5811

**78-45-51**

**BARBER/1**

**Credits:** 10

**Hours:** 120

**Course Description:**

This competency-based course is the first in a sequence of five covering aspects of barbering pursuant to Section 7316 of the Barbering and Cosmetology Act. It provides students with project-based learning in the barbering trade. Technical instruction in Board of Barber & Cosmetology rules and regulations, health, safety & hazardous substances, disinfection & sanitation and wet hair styling. This course prepares students for the examination by the State Board of Barber Examiners. Hours acquired through this course may be applied toward a 1500-hour barbering course at any time within three years from a student's last date of attendance. 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 students to be seventeen years of age or older and must have tenth grade equivalency.

**NOTE:** For Perkins purposes this course has been designated as a **introductory** 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. 7-10

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)**

| <b>COURSE OUTLINE COMPONENTS</b>   | <b>LOCATION</b> |
|--|-----------------|
| <b>INSTRUCTIONAL STRATEGIES</b>  | p. 12           |
| <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>   |                 |
| <b>UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT</b>   | 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> |                 |
| <b>EVALUATION PROCEDURES</b>   | p. 12           |
| <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>   |                 |
| <b>REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT</b>  | 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**

Thanks to FRANKIE CASTANEDA, RONALD KOZIEL and ROXANA SANCHEZ 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 Barber/1 Course**

| COMPETENCY AREAS AND STATEMENTS  | MINIMAL COMPETENCIES  | STANDARDS  |
|--|---|--|
| <p>A. THE BARBER AND COSMETOLOGY ACT/THE BOARD'S RULES AND REGULATIONS</p> <p>Understand the rules, regulations, and safety precautions issued by the California State Board of Barbering and Cosmetology.</p> <p>(20 hours)</p> | <ol style="list-style-type: none"> <li>1. Identify the rules and regulations issued by the CSBBC.</li> <li>2. Describe the state licensing requirements.</li> <li>3. Describe the need for state supervision of all barber-related occupations.</li> <li>4. Identify good barber practices within the guidelines of the CSBBC.</li> <li>5. Identify violations of the Barber and Cosmetology Act and recommend correct practices</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 5, 6, 7, 8, 11, 12</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Career Planning and Management:<br/>3.6, 3.7<br/>Problem Solving and Critical Thinking:<br/>5.1, 5.4<br/>Health and Safety:<br/>6.2, 6.7<br/>Responsibility and Flexibility:<br/>7.2, 7.3, 7.7<br/>Ethics and Legal Responsibilities:<br/>8.1, 8.2, 8.3, 8.4<br/>Leadership and Teamwork:<br/>9.4<br/>Technical Knowledge and Skills:<br/>10.1, 10.2, 10.14, 10.16</p> <p><b>CTE Pathway:</b><br/>C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C3.1, C5.4, C9.2, C9.4, C12.1, C12.2, C12.3, C12.4, C12.5</p> |

| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES  | STANDARDS  |
|---|---|--|
| <p>B. HEALTH, SAFETY AND HAZARDOUS SUBSTANCES</p> <p>Understand and apply the products, procedures, policies and practices that promote health and safety in the workplace.</p> <p>(20 hours)</p> | <ol style="list-style-type: none"> <li>1. Describe the Safety Data Sheets (SDS) as they apply to the barbering profession.</li> <li>2. Describe the Occupational Safety and Health Administration (OSHA) guidelines as they apply to the barber profession.</li> <li>3. Identify equipment care procedures.</li> <li>4. Describe and demonstrate proper tool use and care.</li> <li>5. Identify the shop procedures for fire and earthquake safety.</li> <li>6. Identify the rules and regulations regarding the prevention of communicable diseases including HIV/AIDS and Hepatitis B.</li> <li>7. Pass the Health and Safety/Hazardous Substances Safety Test with 100% accuracy.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Communications:<br/>2.5, 2.6<br/>Career Planning and Management:<br/>3.6<br/>Technology:<br/>4.1, 4.3, 4.5<br/>Problem Solving and Critical Thinking:<br/>5.1, 5.2, 5.3, 5.4<br/>Health and Safety:<br/>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7<br/>Responsibility and Flexibility:<br/>7.2, 7.3<br/>Ethics and Legal Responsibilities:<br/>8.1, 8.2, 8.3, 8.4<br/>Leadership and Teamwork:<br/>9.6<br/>Technical Knowledge and Skills:<br/>10.1, 10.4, 10.14, 10.16</p> <p><b>CTE Pathway:</b><br/>C1.1, C1.2, C1.4, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, 4.2, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.2, C6.4, C7.2, C7.4, C8.2, C8.4, C9.1, C9.3, C9.4, C10.1, C10.4, C11.1, C11.2, C11.3, C11.5, C12.1, C12.2, C12.5</p> |



| COMPETENCY AREAS AND STATEMENTS   | MINIMAL COMPETENCIES   | STANDARDS   |
|---|--|---|
| <p>C. DISINFECTION AND SANITATION</p> <p>Understand, apply and evaluate disinfection and sanitation techniques in barbering.</p> <p>(20 hours)</p>                      | <ol style="list-style-type: none"> <li>1. Differentiate between disinfection and sanitation.</li> <li>2. Describe the importance of working in a sanitary environment.</li> <li>3. Describe the procedures needed to protect the health and safety of the consumer as well as barbers.</li> <li>4. Describe the disinfection and sanitation procedures to prevent contagious diseases according to the Centers for the Disease Control (CDC) guidelines.</li> <li>5. Set up and use a sanitary maintenance area.</li> <li>6. Demonstrate the ability to mix and use various disinfectant solutions.</li> <li>7. Pass a disinfection and sanitation test with 100% accuracy.</li> </ol> | <p><b>Career Ready Practice:</b><br/>1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0<br/>Problem Solving and Critical Thinking:<br/>5.1, 5.3, 5.4<br/>Health and Safety:<br/>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7<br/>Responsibility and Flexibility:<br/>7.2, 7.3, 7.4, 7.7, 7.8<br/>Ethics and Legal Responsibilities:<br/>8.1, 8.2, 8.3, 8.4<br/>Technical Knowledge and Skills:<br/>10.1, 10.2, 10.16<br/>Demonstration and Application:<br/>11.1, 11.2</p> <p><b>CTE Pathway:</b><br/>C1.1, C1.2, C2.1, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.3, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.5, C9.1, C9.2, C9.3, C9.4, C11.2, C11.4, C12.2, C12.5</p> |
| <p>D. WET HAIR STYLING I</p> <p>Understand and apply the techniques for hair and scalp analysis, shampoos, finger waves, pin curl sets and all hairstyle finishing.</p> | <ol style="list-style-type: none"> <li>1. Attend 15 hours of theoretical lecture on wet hairstyling as required by the CSBBC.</li> <li>2. Perform a hair analysis.</li> <li>3. Perform a scalp analysis.</li> <li>4. Perform a complete shampoo service.</li> <li>5. Identify pin curl structure.</li> <li>6. Use various pin curl placement techniques.</li> <li>7. Identify roller direction.</li> </ol>   | <p><b>Career Ready Practice:</b><br/>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b><br/>Academics:<br/>1.0</p>   |

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES  | STANDARDS   |
|---------------------------------|---|---|
| (60 hours)                      | <ul style="list-style-type: none"> <li>8. Use various roller placement techniques.</li> <li>9. Identify finger wave structure.</li> <li>10. Perform a complete finger waving service.</li> <li>11. Perform various back combing techniques in the hairstyle finishing procedure.</li> <li>12. Perform various back brushing techniques in the hairstyle finishing procedure.</li> <li>13. Perform a minimum of 20 complete wet hairstyling services on live models and practice mannequins as required by the CSBBC.</li> </ul> | <p>Communications:<br/>2.4, 2.5, 2.6, 2.7</p> <p>Career Planning and Management:<br/>3.1, 3.2, 3.3, 3.4</p> <p>Technology:<br/>4.1</p> <p>Problem Solving and Critical Thinking:<br/>5.1, 5.2, 5.3, 5.4</p> <p>Health and Safety:<br/>6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility:<br/>7.1, 7.2, 7.3, 7.4, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities:<br/>8.1, 8.2, 8.3, 8.4, 8.5, 8.7</p> <p>Leadership and Teamwork:<br/>9.6, 9.7</p> <p>Technical Knowledge and Skills:<br/>10.1, 10.2, 10.3, 10.4, 10.16</p> <p><b>CTE Pathway:</b><br/>C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.3, C8.1, C8.2, C8.4, C8.5, C8.7, C9.3, C9.4, C9.6, C9.7, C10.1, C10.2, C10.3</p> |

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

### **TEXTBOOKS**

Milady. Milady's Standard Professional Barbering, 6<sup>th</sup> Edition. Cengage Learning, 2017.

### **RESOURCES**

Employer Advisory Board members

Representatives of manufacturers of barber equipment and supplies.

MindTap: <https://www.cengage.com/>

### **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. Lectures and discussions
- B. Demonstration/participation
- C. Work on live models/mannequins demonstrating use of tools and implements of barber trade.
- D. Community resources
- E. Multi-sensory presentations
  - 1. charts
  - 2. films
  - 3. mounted pictures

### **EVALUATION**

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

SECTION B – Health, Safety and Hazardous Substances– Pass the health and safety/hazardous substances safety test with a score of 100%.

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

SECTION D– Wet Hair Styling I– Pass all assignments and exams on wet hair styling 1 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.

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## Statement for Civil Rights

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

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