

# Course Outline

Fashion and Interior Design

REVISED: August/2017

**Job Title:**  
Manicurist

**78-10-90**

**Career Pathway:**  
Personal Services

**Manicuring/1**

**Industry Sector:**  
Fashion and Interior Design

**Credits:** 15

**Hours:** 200

**O\*NET-SOC CODE:**  
39-5092.00

**Course Description:**

This competency-based course is the first of a two-course sequence and contains a 200-hour manicuring training needed under the rules and regulations issued by the California State Board of Barbering and Cosmetology (CSBBC) to successfully pass the license examination. Instruction includes state regulations and basic chemistry, electricity, bacteriology, anatomy, and physiology in cosmetology as well as health, safety, and sanitation issues. It focuses on water and oil manicures and part one of pedicuring. 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:**  
Manicuring

**Prerequisites:**

Enrollment requires students to be sixteen years of age or older. Applicants must have completed tenth grade or its equivalent.

**CBEDS No.:**  
5814

**NOTE:** For Perkins purposes this course has been designated as an **introductory/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. 7-12

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. 14

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. 7-12

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

**EVALUATION PROCEDURES**

p. 14

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 LAHAM 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 Manicuring/1 Course**

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. THE BARBERING AND COSMETOLOGY ACT/THE BOARD'S RULES AND REGULATIONS</p> <p>Know the rules, regulations, and safety precautions issued by the California State Board of Barbering and Cosmetology (CSBBC) under Title 16, Chapter 9, of the Barbering and Cosmetology Act.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Identify all 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 cosmetology-related occupations.</li> <li>4. Identify good manicurist practices within the guidelines of the CSBBC.</li> <li>5. Identify violations of the Cosmetology Act and recommend correct practices.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 7, 8, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4, 8.5, 8.7 Technical Knowledge and Skills: 10.2, 10.14</p> <p><b>CTE Pathway:</b> C1.1, C1.2, C1.4, C3.1, C3.2, C3.3, C3.4, C3.5, C5.2, C5.3, C6.3, C9.1, C9.2, C9.3, C12.1, 12.2, C12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. CHEMISTRY IN COSMETOLOGY</p> <p>Understand the chemical composition and purposes of hair and skin care preparations; study the basic physical and chemical changes of matter as they apply to the manicurist.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> <li>1. Define pH.</li> <li>2. Identify the chemical composition of products used by the manicurist.</li> <li>3. Identify the basic physical and chemical changes of matter.</li> <li>4. Describe chemical reactions that can occur when mixing chemical products or when used on the hair, skin, and nails.</li> <li>5. Identify the symptoms of illnesses caused by allergies to various products used by the manicurist.</li> <li>6. Demonstrate the ability to store, mix, and use chemicals efficiently and safely.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 7, 11, 12</p> <p><b>CTE Anchor:</b> Communications: 2.5, 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b> C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.2, C5.5, C8.1, C8.2, C10.1, C11.1, C11.2, C11.4</p>
<p>C. 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>	<ol style="list-style-type: none"> <li>1. Describe the Material Safety Data Sheets (MSDS) as they apply to the cosmetology profession.</li> <li>2. Describe the Occupational Safety and Health Administration (OSHA) guidelines as they apply to the cosmetology profession.</li> <li>3. Describe the Environmental Protection Agency (EPA) guidelines as they apply to the cosmetology profession.</li> <li>4. Describe the American Red Cross (ARC) Standards as they apply to the cosmetology profession.</li> <li>5. Describe equipment care procedures.</li> <li>6. Demonstrate mastery in use and care of tools, appliances, and equipment.</li> <li>7. Identify the shop procedures for fire and earthquake safety.</li> <li>8. Identify the rules and regulations regarding the prevention of communicable diseases including HIV/AIDS and Hepatitis B.</li> <li>9. Apply sound ergonomic principles in organizing one's workspace.</li> <li>10. Pass the Health and Safety/Hazardous Substances Safety Test with 100% accuracy.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 9, 10, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		Responsibility and Flexibility: 7.2, 7.3 Ethics and Legal Responsibilities: 8.2, 8.4 Technical Knowledge and Skills: 10.1, 10.2, 10.16 Demonstration and Application: 11.1, 11.2  <b>CTE Pathway:</b> C1.1, C1.2, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C4.3, C9.2, C9.3, C9.4, C11.2, C11.4, C11.5
<b>D. DISINFECTION AND SANITATION</b>  Understand and apply the disinfection and sanitation techniques in cosmetology.	<ol style="list-style-type: none"> <li>1. Attend 20 hours of theoretical lecture on disinfection and sanitation as required by the CSBBC.</li> <li>2. Differentiate between disinfection and sanitation.</li> <li>3. Describe the importance of working in a sanitary environment.</li> <li>4. Demonstrate how to mix and use various disinfectant and antiseptic solutions.</li> <li>5. Demonstrate the proper preparation of articles for the disinfection process.</li> <li>6. Demonstrate the procedure of disinfection as required by the CSBBC.</li> <li>7. Set up and use a sanitary maintenance area.</li> <li>8. Perform a minimum of 10 disinfection procedures as required by the CSBBC.</li> <li>9. Pass a disinfection and sanitation test with 100% accuracy.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 4, 5, 6, 7, 8, 9, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.4, 2.6 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: 7.2, 7.4 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2, 10.16

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)		Demonstration and Application: 11.1, 11.2, 11.4  <b>CTE Pathway:</b> C1.1, C1.2, C3.1, C3.2, C3.3, C3.4, C3.5, C8.1, C8.2, C9.2, C9.3, C9.4, C11.2, C11.4
E. BACTERIOLOGY, ANATOMY, AND PHYSIOLOGY  Understand and explain basic bacteriology, anatomy, and physiology as applied to the manicuring profession.	<ol style="list-style-type: none"> <li>1. Describe the growth, movement, and reproduction of bacteria.</li> <li>2. Pass a bacteria test with 75% accuracy.</li> <li>3. Identify various muscles in the hands and feet which are affected by massage.</li> <li>4. Describe the effect of massage on the hands and feet.</li> <li>5. Specify which conditions of the nails a manicurist may <i>not</i> treat.</li> <li>6. Identify and treat conditions of the nails which may be treated by a manicurist.</li> <li>7. Analyze the nails and recommend proper care and treatments.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 10, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.3, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		<b>CTE Pathway:</b> 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, C8.1, C8.2, C8.4, C9.2, C9.4, C10.1, C10.2, C10.3, C10.5, C11.1, C11.4
F. WATER AND OIL MANICURES  Understand and perform nail analyses; water and oil manicures including hand and arm massage.	<ol style="list-style-type: none"> <li>1. Attend 15 hours of theoretical lecture on water and oil manicures as required by the CSBBC.</li> <li>2. Describe and perform proper nail analysis.</li> <li>3. Describe the various products used for water and oil manicures.</li> <li>4. Demonstrate the ability to use all tools and equipment in a safe, efficient way.</li> <li>5. Demonstrate the proper techniques for hand and arm massage in conjunction with the manicure service.</li> <li>6. Prepare products to be used and set table for water or oil manicure service.</li> <li>7. Perform a minimum of 40 complete water or oil manicure services as required by the CSBBC.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 9, 10, 12  <b>CTE Anchor:</b> Communications: 2.4, 2.6 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: 7.4 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2  <b>CTE Pathway:</b> C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C8.1, C8.2, C8.3, C8.4, C8.5, C10.1, C10.2, C10.3, C10.4, C10.5
(100 hours)		

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>G. PEDICURING – PART 1</p> <p>Understand and perform toenail analyses and pedicuring services including foot and ankle massage.</p> <p>(30 hours)</p>	<ol style="list-style-type: none"> <li>1. Attend 10 hours of theoretical lecture on pedicures as required by the CSBBC.</li> <li>2. Describe and perform proper toenail analysis.</li> <li>3. Describe the various products used for pedicures.</li> <li>4. Demonstrate the safe and efficient use of all implements and equipment for pedicuring.</li> <li>5. Prepare products and set up a table for pedicuring service.</li> <li>6. Demonstrate the proper techniques for foot and ankle massage in conjunction with the pedicure service.</li> <li>7. Perform a minimum of 10 complete pedicure services as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 5, 6, 7, 8, 9, 10, 12</p> <p><b>CTE Anchor:</b>  Communications: 2.4, 2.6  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: 7.4  Ethics and Legal Responsibilities: 8.3  Technical Knowledge and Skills: 10.1, 10.2  Demonstration and Application: 11.1, 11.2, 11.4</p> <p><b>CTE Pathway:</b>  C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C8.1, C8.2, C8.3, C8.4, C8.5, C10.1, C10.2, C10.3, C10.4, C10.5</p>

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

### **TEXTBOOKS**

California. Business and Professions Code. Division III, Chapter 10 – Barbering and Cosmetology, 2004.

California, State Board of Barbering and Cosmetology, Rules and Regulations. 2009.

California, State Board of Barbering and Cosmetology, Syllabus for the Training of Teachers, nd.

Colletti, Anthony B. The Keystone Guide to Beauty Culture, 7<sup>th</sup> Edition. Keystone Publications, 1980.

Frangie, Catherine M., et. al., Milady's Standard Cosmetology. 2012. Milady, 2012.

Healy, Mary. Regents/Prentice-Hall Textbook of Cosmetology, 3<sup>rd</sup> Edition Prentice-Hall, 1993.

Heavilin, Shelley. Milady's Illustrated Cosmetology Dictionary, 2<sup>nd</sup> Edition. Milady Publishing Corp., 2001.

Milady. Milady's Standard Nail Technology: Preparing for the Practical Exam. Milady Publishing Corp., 2002.

### **PAMPHLETS AND PERIODICALS**

American Hairdresser. Service Publications.

Modern Beauty Salon. Vance Publications Corp.

Shop Talk.

Salon Ovations. Milady Publishing,

Nail Pro. Creative Age Publications

### **MULTI-MEDIA**

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

### **RESOURCES**

Employer Advisory Board members

Representatives of manufacturers of cosmetological equipment and supplies

CTE Foundation Standards

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

<http://www.cde.ca.gov/be/st/ss/documents/ctestandards.doc>

### **COMPETENCY CHECKLIST**

## ***TEACHING STRATEGIES and EVALUATION***

### **METHODS AND PROCEDURES**

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

### **EVALUATION**

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

SECTION B – Chemistry in Cosmetology– Pass all assignments and exams on chemistry in cosmetology with a minimum score of 80% or higher.

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

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

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

SECTION F – Water and Oil Manicures– Pass all assignments and exams on water and oil manicures with a minimum score of 80% or higher.

SECTION G – Pedicuring – Part I– Pass all assignments and exams on pedicuring – part I with a minimum score of 80% or higher.

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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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