

# Course Outline

Fashion and Interior Design

REVISED: August/2017

**Job Title:**  
Esthetician

**78-45-80**

**Career Pathway:**  
Personal Services

**Esthetician/1**

**Industry Sector:**  
Fashion and Interior Design

**Credits:** 15

**Hours:** 200

**O\*NET-SOC CODE:**  
39-5094.00

**Course Description:**

This competency-based course is the first of the 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. Instruction includes state regulations and basic chemistry, health and safety, hazardous substances, electricity, bacteriology, principles of infection control and sanitation, and anatomy and physiology. It emphasizes techniques in manual facials and electrical 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 applicants to be at least sixteen years of age and must have completed the tenth grade.

**CBEDS No.:**  
5812

**NOTE:** For Perkins purposes this course has been designated as an **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**

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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. 7-17

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 BEATRICE SANTIAGO 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 Esthetician/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>	<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 cosmetology 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, 3, 4, 5, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> 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 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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		<p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> 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, 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><b>B. CHEMISTRY IN COSMETOLOGY</b></p> <p>Learn 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 esthetician.</p>	<ol style="list-style-type: none"> <li>1. Define pH.</li> <li>2. Identify the chemical composition of products used by the esthetician.</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 esthetician.</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, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.6, 2.7 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</p>



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		<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</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: 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> C1.2, C1.3, C1.4, C1.5, C2.1, C2.2, C2.3, C2.4, C2.5, C3.1, C3.2, 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>C. HEALTH, SAFETY, AND HAZARDOUS SUBSTANCES</p> <p>Understand 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> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(35 hours)	<p>6. Demonstrate mastery in use and care of tools, appliances, and equipment.</p> <p>7. Identify the shop procedures for fire and earthquake safety.</p> <p>8. Identify the rules and regulations regarding the prevention of communicable diseases including HIV/AIDS and Hepatitis B.</p> <p>9. Apply sound ergonomic principles in organizing one's workspace.</p> <p>10. Pass the Health and Safety/Hazardous Substances Safety Test with 100% accuracy.</p>	<p>Communications: 2.1, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Career Planning and Management: 3.1, 3.2, 3.3</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, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9</p> <p><b>CTE Pathway:</b> C1.2, C1.3, C1.4, C1.5, C2.5, C3.5, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C6.1, C6.2, C6.3, C6.4, C7.1, 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>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>D. ELECTRICITY IN COSMETOLOGY</p> <p>Know the nature of electrical current, principles of operating electrical devices, and the various safety precautions used when operating electrical equipment.</p>	<ol style="list-style-type: none"> <li>1. Define electrical current.</li> <li>2. Discuss the principles of operating electrical equipment.</li> <li>3. Identify the electrical appliances used by the esthetician.</li> <li>4. Discuss the purposes of various electrical appliances used by the esthetician.</li> <li>5. Demonstrate use of all electrical equipment in a safe, efficient way.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> 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, 6.7 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 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 hours)		<b>CTE Pathway:</b> 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, C9.1, C9.2, C9.3, C9.4, C10.1, C10.2, C10.3, C10.4, C10.5, C11.1, C11.2, C12.1, C12.2, C12.3, C12.4, C12.5
<b>E. DISINFECTION AND SANITATION</b>  Learn the disinfection and sanitation techniques in cosmetology.	<ol style="list-style-type: none"> <li>1. Differentiate between disinfection and sanitation.</li> <li>2. Discuss the importance of working in a sanitary environment.</li> <li>3. Discuss the procedures needed to protect the health and safety of the consumer as well as the esthetician.</li> <li>4. Set up and use a sanitary maintenance area.</li> <li>5. Demonstrate the ability to mix and use various disinfectant solutions.</li> <li>6. Perform a minimum of 10 disinfection procedures as required by the CSBBC.</li> <li>7. Pass a disinfection and sanitation test with 100% accuracy.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> 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

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(10 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</p> <p>Demonstration and Application: 11.1, 11.2</p> <p><b>CTE Pathway:</b> 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>F. BACTERIOLOGY, ANATOMY, AND PHYSIOLOGY</p> <p>Know hair analysis techniques for wet and dry cutting.</p>	<ol style="list-style-type: none"> <li>1. Define the following terms: <ol style="list-style-type: none"> <li>a. bacteriology</li> <li>b. anatomy</li> <li>c. physiology</li> </ol> </li> <li>2. Discuss the growth, movement, and reproduction of bacteria.</li> <li>3. Discuss the relationship between bacteria and the anatomy and physiology of the following areas: <ol style="list-style-type: none"> <li>a. head</li> <li>b. hair</li> <li>c. face</li> <li>d. neck</li> </ol> </li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b> Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
	<ol style="list-style-type: none"> <li>4. Discuss the structure of the hair.</li> <li>5. Analyze the following attributes of hair:               <ol style="list-style-type: none"> <li>a. texture</li> <li>b. porosity</li> <li>c. elasticity</li> </ol> </li> <li>6. Discuss proper care for hair.</li> <li>7. Identify the causes of damage to the hair.</li> <li>8. Recommend treatments for damaged hair.</li> <li>9. Discuss conditions of the hair that may be treated by the esthetician.</li> </ol>	<p>Career Planning and Management: 3.1, 3.2, 3.3, 3.4</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, 7.7, 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, 9.5, 9.6, 9.7, 9.8, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3</p> <p>Demonstration and Application: 11.1</p> <p><b>CTE Pathway:</b> 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,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		C11.4, C11.5, C12.1, C12.2, C12.3, C12.4, C12.5
<p>G. MANUAL FACIALS</p> <p>Know skin analysis, cleansing, scientific manipulations, packs, and masks; perform manual facials.</p>	<ol style="list-style-type: none"> <li>1. Identify motor points, nerves, and muscles of the face.</li> <li>2. Conduct proper skin analysis and determine skin type.</li> <li>3. Select cosmetic preparations needed for the individual client.</li> <li>4. Identify appropriate procedures needed for a client.</li> <li>5. Prepare various packs and masks.</li> <li>6. Apply proper skin cleansing technique.</li> <li>7. Apply proper scientific manipulations to achieve the desired benefits.</li> <li>8. Perform a minimum of 50 manual facials on models as required by the CSBBC.</li> </ol>	<p><b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p><b>CTE Anchor:</b></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, 9.5, 9.6, 9.7</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4, 10.5, 10.6</p> <p>Demonstration and Application: 11.1, 11.2, 11.4, 11.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(80 hours)		<b>CTE Pathway:</b> 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
<b>H. ELECTRICAL FACIALS</b>  Learn the basics of dermal lights used in electrical lights.	<ol style="list-style-type: none"> <li>1. Identify dermal lights and the purpose of the white, blue, and red light.</li> <li>2. Identify various client conditions that would preclude the use of an electrical appliance for a facial.</li> <li>3. Select the proper current rates for client safety and comfort.</li> <li>4. Identify and use techniques best suited to each client.</li> </ol>	<b>Career Ready Practice:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  <b>CTE Anchor:</b> Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.6, 2.7 Career Planning and Management: 3.1, 3.2 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



COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 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, 9.5, 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> <p><b>CTE Pathway:</b> 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>

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

### **TEXTBOOKS**

Gerson, Joel. Milady's Standard: Fundamentals for Estheticians, 9<sup>th</sup> edition. Milady Publisher; ISBN: 1562538365. July 2003.

Milady's Standard Textbook of Cosmetology. 2008 Edition. Delmar Publishers; ISBN: 156253467X.

### **TEACHER RESOURCES**

Barbering and Cosmetology Act. 2004.

Barbering and Cosmetology Rules and Regulations. 2009.

Barnes, Letha. Master Educator's Student Course Book. Milady Publishing Company; ISBN: 156253582X. 2004.

Cosmetology Performance Criteria. 2005.

Electrology Performance Criteria, 2004.

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, 2<sup>nd</sup> edition. Milady Publishing Company; ISBN: 1562536257. 2001.

Michalun, Natalia and M. Varinia Michalun. Milady's Skin Care and Cosmetic Ingredients Dictionary, 2<sup>nd</sup> ed. Milady Publishing Corporation; ISBN 1562536602. Dec. 2000

Milady's Standard Textbook of Cosmetology with State Exam Review for Cosmetology, 2005. Milady Publishing Corporation; ISBN: 1562534734. 2004.

Milady's Standard State Exam Review for Cosmetology. Milady Publishing Corporation; ISBN: 1562534726. 2008.

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

Poignard, Renee. Waxing Made Easy: A Step-by-Step Guide. Milady Publishing Company; ISBN: 1562531719. 1993.

Schorr, Lia. SalonOvations' Advanced Skin Care Handbook. Milady Publishing Company; ISBN: 1562530453. 1994.

Thrower M.D., Angelo P. and Henry Gambino, Ph.D. Black Skin Care for the Practicing Professional. Milady Publishing Company; ISBN: 1562533525. 1999.

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

## **MEDIA AND TECHNOLOGY**

Gambino Ph.D., Henry J. Modern Esthetics: A Scientific Source for Estheticians: SalonOvations Audio Tapes. Audiocassette. Milady Publishing Company; ISBN: 1562533444. 1997.

Milady's Fundamentals of Cosmetology Student CD-ROM. Milady Publishing Company; ISBN: 1562538934. 2004.

Milady's Standard Textbook of Cosmetology Video Series, 2<sup>nd</sup> edition. Milady Publishing Company; ISBN: 156253470X. 2000.

## **RESOURCES**

Employer Advisory Board members

Representatives of manufacturers of cosmetician 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. Films
  - 3. Mounted pictures
  - 4. Educational videos

### **EVALUATION**

SECTION A – The Barbering and Cosmetology Act / the Board’s rules and regulations – Pass all assignments and exams on the Barbering and Cosmetology Act / 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 all assignments and exams on health, safety, and hazardous substances with a minimum score of 80% or higher.

SECTION D – Electricity in Cosmetology– Pass all assignments and exams on electricity in cosmetology with a minimum score of 80% or higher.

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

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

SECTION G – Manual Facials – Pass all assignments and exams on manual facials with a minimum score of 80% or higher.

SECTION H – Electrical Facials – Pass all assignments and exams on electrical facials 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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