

Course Outline

Fashion and Interior Design

REVISED: August/2017

Job Title:
Esthetician

78-45-85

Career Pathway:
Personal Services

Esthetician/3

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 last 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 eyebrow arching and hair removal, makeup, general esthetics and the treatment room, professional image, and the salon business and preparation for employment. The competencies in this course outline are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:
Cosmetology

Prerequisites:

Enrollment requires successful completion of Esthetician/2 (78- 45-83) course.

CBEDS No.:
5812

NOTE: For Perkins purposes this course has been designated as a **capstone** course.

This course cannot be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-13

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. 16

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/3 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. EYEBROW ARCHING AND HAIR REMOVAL</p> <p>Understand and apply the use of wax, tweezers, and depilatories for the removal of unwanted hair; perform various hair removal techniques.</p>	<ol style="list-style-type: none"> 1. Explain the morphology of hair and its growth stages. 2. Describe methods of temporary and permanent hair removal. 3. Identify different hair removal equipment, tools and accessories. 4. Perform face and body waxing. 5. Name the conditions that contraindicate hair removal. 6. Provide a thorough client consultation before hair removal. 7. Describe proper hair removal setup. 8. Describe hair removal steps and procedures; eyebrow tweezing; eyebrow waxing with soft wax; lip waxing with both hard and soft wax, chin waxing with both hard and soft wax; leg waxing with both hard and soft wax; underarm waxing, Bikini waxing, Men’s back waxing. 9. Perform a minimum of 50 eyebrow arching hair removal services on live 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: 2.2, 2.3, 2.4, 2.6, 2.7 Career Planning and Management: 3.1, 3.4 Technology: 4.1, 4.2, 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.6, 6.7 Responsibility and Flexibility: 7.3, 7.4, 7.5, 7.7 Ethics and Legal Responsibilities: 8.1 Leadership and Teamwork: 9.1, 9.2, 9.3 Technical Knowledge and Skills: 10.1, 10.2, 10.3, 10.4 Demonstration and Application: 11.1, 11.2, 11.5</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, C2.3, 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, C8.3, 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. MAKEUP</p> <p>Understand and apply the skin analysis techniques, complete or corrective makeup application techniques, and false eyelashes application techniques.</p>	<ol style="list-style-type: none"> 1. Describe the different types of cosmetics and their uses. 2. Describe psychological aspects of makeup. 3. Perform makeup services overview. 4. Describe makeup products; eyeliners; eyebrow color; mascara; lip color; lip liner; makeup brushes. 5. Describe makeup color theory; warm and cool colors; selecting makeup colors. 6. Assess client features; analyzing face shapes. 7. Describe corrective makeup. 8. Describe sanitizing brushes and facial contouring. 9. Demonstrate the application and removal of artificial eyelashes. 10. Select proper makeup shades for skin color, eye color, and hair color. 11. Use proper highlighting techniques to bring out desirable features. 12. Use various shading techniques to conceal facial imperfections. 13. Use proper techniques for performing complete or corrective makeup application. 14. Practice proper techniques for the removal of makeup. 15. Describe permanent cosmetic makeup and airbrush makeup. 16. Perform a minimum of 40 complete makeup services on live 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: 2.2, 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 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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(25 hours)		<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> <p>CTE Pathway: C1.1, C1.2, C1.3, C1.4, C1.5, C2.1, C2.3, C2.4, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, 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, C12.1, C12.2, C12.3, C12.4, C12.5</p>
<p>C. GENERAL ESTHETICS AND THE TREATMENT ROOM</p> <p>Understand the products, procedures, policies, and practices that promote health and safety in the treatment room and create a professional atmosphere; set up furniture, equipment and prepare the room; monitor treatment room supplies, including disposables and products; make cleansing pads; perform after facial clean-up and sanitation procedures.</p>	<ol style="list-style-type: none"> 1. Explain the components of creating a professional environment and relaxing atmosphere. 2. Describe facial equipment and supplies. 3. Describe why the room setup should be comfortable for the esthetician. 4. Prepare and set up the treatment room for services. 5. Sanitize and clean the treatment room. 6. Reinforce methods to prevent chemical injuries. 7. Describe first aid and management of all degrees of chemical burns. 8. Reinforce equipment use and care procedures and basic classroom safety procedures. 9. Demonstrate mastery in use and care of tools, appliances, and equipment. 10. Describe protection from hazardous chemicals and preventing chemical injuries. 	<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, 3.4 Technology: 4.1, 4.3, 4.4, 4.5, 4.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(50 hours toward technical instruction for Health and Safety requirement)	<p>11. Exercise Universal Precautions in handling bio-hazardous materials.</p> <p>12. Apply sound ergonomic principles in organizing one's workspace.</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, 11.3</p> <p>CTE Pathway: C1.2, C1.3, C1.4, 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, 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. PROFESSIONAL IMAGE</p> <p>Understand the importance of professional appearance, including personal hygiene and physical presentation, professional conduct; professional ethics, life skills, and time management.</p>	<ol style="list-style-type: none"> 1. Describe the basic habits of daily personal hygiene. 2. Demonstrate proper standing and sitting posture. 3. List the characteristics of a healthy positive attitude. 4. Explain the attributes of a strong work ethic. 5. Define ethics. 6. Describe the most effective time management techniques. 	<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, 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, 10.5 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,</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(50 hours toward technical instruction Health and Safety requirement)		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>E. THE SALON/SPA BUSINESS AND PREPARATION FOR EMPLOYMENT</p> <p>Understand skin care services; being successful in a service oriented profession; going into business for yourself; keeping good records; operating a successful skin care business and maintaining good public relations. Understand selling in the salon; knowing your products and services; understanding client needs; retaining clients; marketing; building a clientele; preserving the products and services; closing the sale and tracking success. Understand career opportunities and the personal and interpersonal skills and attitudes that contribute to securing and retaining employment as an esthetician.</p>	<ol style="list-style-type: none"> 1. Describe the qualities necessary to be successful in a service profession. 2. Describe options for going into business for yourself, station rentals and commission agreements. 3. Describe important factors to consider when opening a salon. 4. Describe the types of ownership under which a skin care salon or spa may operate. 5. Describe why it is necessary to keep accurate business records. 6. Demonstrate the best practices for telephone use. 7. Describe the importance of the front desk and receptionist to a salon's success. 8. Describe the importance of interpersonal skills in the business environment. 9. Review the responsibilities and licensing requirements. 10. Describe wage scales for the trade. 11. Describe the skill, knowledge and attitudes needed to obtain employment. 12. Develop a resume of education, skills and work experience. 13. Describe the importance of lifelong learning. 14. Identify the uses of computer technology. 15. Describe the importance of trade conferences, trade advisories and trade publications. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Career Planning and Management: 3.1, 3.2, 3.3, 3.4 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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(50 hours technical instruction and Practical Training in Facials Requirement)		<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, 11.3, 11.4, 11.5</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, 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>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Gerson, Joel. Milady's Standard Fundamentals for Estheticians, 9th edition. Milady, 2003.

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

TEACHER RESOURCES

Barnes, Letha. Master Educator's Student Course Book, 2nd Edition. Milady, 2008.

California, State Board of Barbering and Cosmetology, Barbering and Cosmetology Act. 2004.

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

California, State Board of Barbering and Cosmetology, University of California, Berkeley, Labor Occupational Health Program, Health and Safety for Hair Care and Beauty Professionals: A Curriculum on Hazards at Work. University of California, 1993.

Cosmetology Performance Criteria. 2005.

Electrology Performance Criteria, 2004.

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

Gambino Ph.D. Henry J. Modern Esthetics: A Scientific Source for Estheticians. Milady, 2005.

Lees, Mark. Skin Care: Beyond the Basics, 4th Edition. Milady Publishing Company, 2011.

Michalun, Natalia. Milady's Skin Care and Cosmetic Ingredients Dictionary, 3rd Edition. Milady Publishing Corporation, 2009

Milady. Milady's Standard Cosmetology Exam Review. Cengage Learning, 2012.

Milady. Milady's Wall Chart #7: Motor Points of the Face. Milady, 1996.

Poignard, Renee. Waxing Made Easy: A Step-by-Step Guide. Milady, 1993.

Schorr, Lia. SalonOvations' Advanced Skin Care Handbook. Milady, 1994.

Thrower M.D., Angelo P. and Henry Gambino, Ph.D. Black Skin Care for the Practicing Professional. Milady, 1999.

Warfield, Susanne. SalonOvations' The Esthetician's Guide to Working with Physicians. Milady, 1997.

MEDIA AND TECHNOLOGY

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

Milady. Student CD for Milady Standard Cosmetology 2012 [CD-ROM]. Milady, 2012.

Milady. Milady's Standard Textbook of Cosmetology Video Series, 2nd Edition. Milady, 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. videotapes
 - 3. mounted photographs

EVALUATION

SECTION A – Eyebrow Arching and Hair Removal – Pass all assignments and exams on eyebrow arching and hair removal with a minimum score of 80% or higher.

SECTION B – Makeup– Pass all assignments and exams on makeup with a minimum score of 80% or higher.

SECTION C – General Esthetics and the Treatment Room – Pass all assignments and exams on general esthetics and the treatment room with a minimum score of 80% or higher.

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

SECTION E – The Salon/Spa Business and Preparation for Employment – Pass all assignments and exams on the salon/spa business and preparation for employment with a minimum score of 80% or higher

Statement for Civil Rights

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