

Course Outline

Fashion and Interior Design

REVISED: August/2017

Job Title:
Cosmetologist

Career Pathway:
Personal Services

Industry Sector:
Fashion and Interior Design

O*NET-SOC CODE:
39-5012.00

CBEDS Title:
Cosmetology

CBEDS No.:
5812

78-45-95

Cosmetology Specialist

Credits: 5

Hours: 60

Course Description:

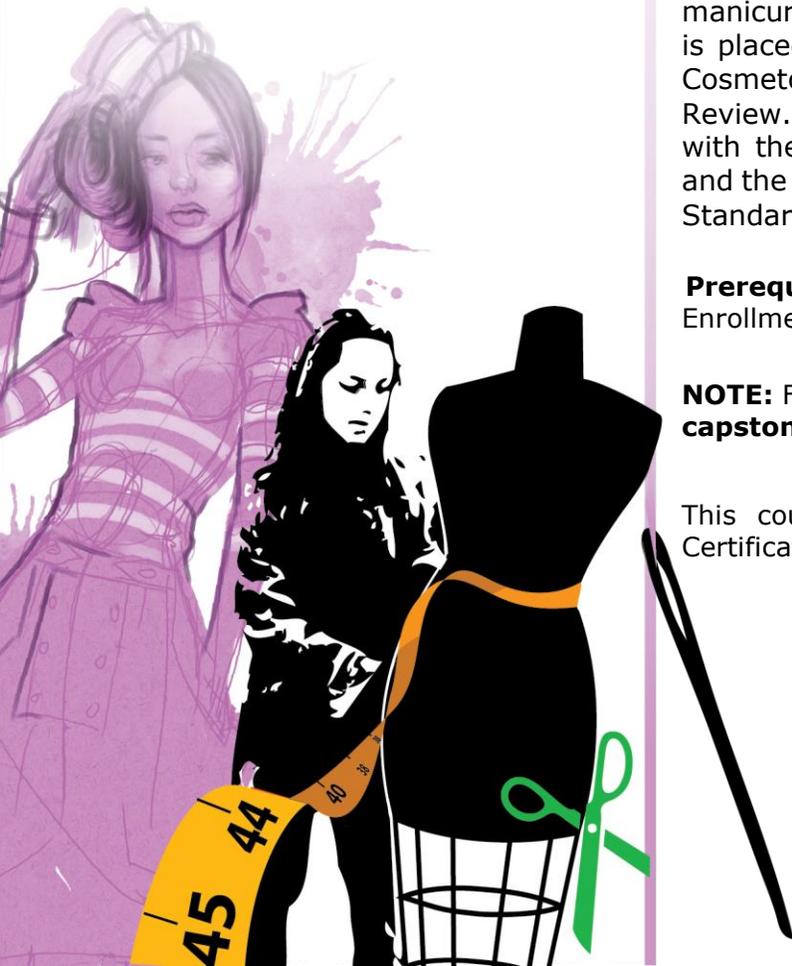
This competency-based course is designed to prepare trainees for specialization in the cosmetology trade. Instruction includes bacteriology, anatomy, and physiology as well as disinfection, sanitation, safety, and resource management in the four specialty options: Option I: Esthetician, Option II: Hair Stylist, Option III: Manicurist, and Option IV: State Board Exam Review. Emphasis is placed on color theory, contouring, formal makeup, and theatrical makeup in Option I: Esthetician. Emphasis is placed on braids, extension, and advanced hair coloring in Option II: Hair Stylist. Emphasis is placed on spa manicuring and pedicuring in Option III: Manicurist. Emphasis is placed on the coverage of the Esthetician, Manicurist, and Cosmetologist examinations in Option IV: State Board Exam Review. 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 knowledge of basic cosmetology or barbering.

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

pp. 7-24

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. 26

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. 7-24

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

pp. 26-27

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 LAHHAM for developing and editing this course outline. 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 Cosmetology Specialist/Option I: Esthetician Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. BACTERIOLOGY, ANATOMY, AND PHYSIOLOGY</p> <p>Understand, apply, and evaluate the basic facts on the anatomy and physiology of the head, face, and neck.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Identify all the rules and regulations issued by the CSBBC. 2. Define the following: <ol style="list-style-type: none"> a. bacteriology b. anatomy c. physiology 3. Describe the growth, movement, and reproduction of bacteria. 4. Describe the effects of bacterial infection on the anatomy and physiology of the following areas: <ol style="list-style-type: none"> a. head b. face c. neck 5. Describe customers' most common allergic reactions to cosmetology products. 6. Describe the various muscles in the head, face, and neck which are affected by massage. 7. Describe the effects of massage on the head, face, and neck. 8. Describe the steps in skin analysis. 9. Describe recommended proper care and treatments. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5, 2.6 Technology: 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.5, 6.6 Ethics and Legal Responsibilities: 8.1, 8.4 Technical Knowledge and Skills: 10.1, 10.2, 10.16 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.4, C2.1, C2.2, C2.3, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C5.1, C5.2, C5.3, C5.5, C6.3, C8.1, C8.2, C8.4, C8.5, C10.1, C10.2, C10.3, C11.1, C11.2, C12.1, C12.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. DISINFECTION, SANITATION, AND SAFETY</p> <p>Understand, apply, and evaluate the disinfection and sanitation techniques in cosmetology.</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. disinfection b. sanitation 2. Differentiate between disinfection and sanitation. 3. Describe the importance of working in a sanitary environment. 4. Describe the Environmental Protection Agency (EPA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 5. Describe the California Occupational Safety and Health Administration (Cal-OSHA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 6. Describe the California State Board of Barbering and Cosmetology (CSBBC) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 7. Set up and use a sanitary maintenance area. 8. Describe and demonstrate mixing and using various disinfectant solutions. 9. Perform a minimum of 5 disinfection procedures as required by the CSBBC. 10. Pass a disinfection and sanitation test with 100% accuracy. 11. Describe federal and state regulations as they apply to the Esthetician. 12. Describe and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to cosmetology. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6 Responsibility and Flexibility: 7.2, 7.4 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p>CTE Pathway: C1.1, C1.2, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.5, C8.1, C8.2, C9.2, C9.3, C9.4, C10.1, C11.1, C11.4, C12.3</p>
<p>C. COLOR THEORY AND CONTOURING</p> <p>Understand, apply, and evaluate color theory and its role in facial contouring.</p>	<ol style="list-style-type: none"> 1. Define and describe the following: <ol style="list-style-type: none"> a. color and its properties <ol style="list-style-type: none"> i. hue ii. lightness/chroma iii. saturation/intensity b. color theory <ol style="list-style-type: none"> i. complementary colors ii. warm vs. cool colors iii. achromatic colors 	<p>Career Ready Practice: 2, 4, 5, 7</p> <p>CTE Anchor: Communications: 2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(9 hours)	<ul style="list-style-type: none"> iv. tints and shades c. color wheel or color circle d. primary colors <ol style="list-style-type: none"> 2. Describe the role of color and color theory in makeup application. 3. Define the following: <ul style="list-style-type: none"> a. contouring techniques b. sustainable and green products 4. Describe the advantages and disadvantages of using sustainable and green contouring products over traditional ones. 5. Describe and demonstrate surface contouring techniques, using traditional and/or sustainable and green products, by refining the following features or appearance: <ul style="list-style-type: none"> a. dark under eye circles and puffy eyes b. crow's feet and laugh lines c. blotchy red skin d. crooked nose e. double chin f. flat cheekbones 	<p>Problem Solving and Critical Thinking: 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.3, 6.6</p> <p>Responsibility and Flexibility: 7.7</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstration and Application: 11.2</p> <p>CTE Pathway: C3.2, C3.4, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C8.1, C9.2, C10.1, C10.2, C10.3</p>
<p>D. FORMAL MAKEUP</p> <p>Understand, apply, and evaluate the tools and techniques used in formal makeup application.</p>	<ol style="list-style-type: none"> 1. Define the following: <ul style="list-style-type: none"> a. cosmetic (a.k.a. street makeup) b. formal makeup 3. Identify the places where formal makeup is used. 4. Describe the advantages and disadvantages of using sustainable and green formal makeup products over traditional ones. 5. Identify the tools and materials used to apply formal makeup. 6. Describe and demonstrate the application of formal makeup on three models attending the following events: <ul style="list-style-type: none"> a. Formal wedding reception b. Oscar Awards night c. Governor's holiday party 	<p>Career Ready Practice: 2, 4, 5, 7, 8</p> <p>CTE Anchor:</p> <p>Communications: 2.6</p> <p>Career Planning and Management: 3.4</p> <p>Problem Solving and Critical Thinking: 5.3, 5.4</p> <p>Health and Safety: 6.6</p> <p>Responsibility and Flexibility: 7.3</p> <p>Ethics and Legal Responsibilities: 8.3, 8.7</p> <p>Leadership and Teamwork: 9.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>F. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the resource management principles and techniques in the esthetician business.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Define the following terms: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the importance of managing the following resources in the esthetician business: <ol style="list-style-type: none"> a. time b. materials c. personnel 3. List specific examples of effective management of the following in the esthetician business: <ol style="list-style-type: none"> a. time b. materials c. personnel 4. Describe the benefits of effective resource management in the esthetician business on the basis of: <ol style="list-style-type: none"> a. profitability b. sustainability c. company growth 5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 6, 7, 8, 11, 12</p> <p>CTE Anchor: Communications: 2.4, 2.6 Career Planning and Management: 3.3, 3.4, 3.5, 3.9 Technology: 4.1, 4.3 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Responsibility and Flexibility: 7.1, 7.2, 7.6 Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.2, 9.4, 9.5 Technical Knowledge and Skills: 10.3, 10.4, 10.14</p> <p>CTE Pathway: C1.2, C1.3, C1.5, C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C5.6, C6.1, C6.2, C6.3, C6.4, C7.1, C8.1, C9.1, C10.3, C12.1</p>

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Cosmetology Specialist/Option II: Hairstylist Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. BACTERIOLOGY, ANATOMY, AND PHYSIOLOGY</p> <p>Understand, apply, and evaluate the basic facts on the anatomy and physiology of the head, face, and neck.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. bacteriology b. anatomy c. physiology 2. Describe the growth, movement, and reproduction of bacteria. 3. Describe the effects of bacterial infection on the anatomy and physiology of the following areas: <ol style="list-style-type: none"> a. head b. face c. neck 4. Describe customers' most common allergic reactions to cosmetology products. 5. Describe the various muscles in the head, face, and neck which are affected by massage. 6. Describe the effects of massage on the head, face, and neck. 7. Describe the steps in skin analysis. 8. Describe recommended proper care and treatments. 	<p>Career Ready Practice: 1, 2, 3, 5, 6, 7, 9, 10, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.4, 2.5, 2.6 Technology: 4.3, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.5 Ethics and Legal Responsibilities: 8.1, 8.4 Technical Knowledge and Skills: 10.1, 10.16 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.4, C2.1, C2.2, C3.1, C3.2, C3.4, C3.5, C4.1, C4.2, C4.3, C5.1, C5.2, C5.3, C6.3, C8.1, C8.2, C8.4, C8.5, C10.1, C10.2, C10.3, C11.2, C12.1, C12.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. DISINFECTION, SANITATION, AND SAFETY</p> <p>Understand, apply, and evaluate the disinfection and sanitation techniques in hairstyling.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. disinfection b. sanitation 2. Differentiate between disinfection and sanitation. 3. Describe the importance of working in a sanitary environment. 4. Describe the Environmental Protection Agency (EPA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 5. Describe the California Occupational Safety and Health Administration (Cal-OSHA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 6. Describe the California State Board of Barbering and Cosmetology (CSBBC) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 7. Set up and use a sanitary maintenance area. 8. Describe and demonstrate mixing and using various disinfectant solutions. 9. Perform a minimum of 5 disinfection procedures as required by the CSBBC. 10. Pass a disinfection and sanitation test with 100% accuracy. 11. Describe federal and state regulations as they apply to the Esthetician. 12. Describe and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to cosmetology. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 11, 12</p> <p>CTE Anchor: 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: 7.2 Ethics and Legal Responsibilities: 8.2, 8.3, 8.4 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2, 11.4</p> <p>CTE Pathway: C1.1, C1.2, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.5, C8.1, C8.2, C9.3, C9.4, C10.1, C11.1, C11.2, C12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>C. BRAIDS</p> <p>Understand, apply, and evaluate the tools and techniques for hair braiding.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Define hair braiding. 2. Identify the following braiding tools: <ol style="list-style-type: none"> a. wide-tooth comb b. fine-tooth comb or a rat tail comb (a comb with a long narrow handle that comes to a point) if creating a fishtail or French braid 3. Identify the following long hair braiding: <ol style="list-style-type: none"> a. English braid b. French braid c. Dutch braid d. fishtail (a.k.a. herringbone) 4. Differentiate between an overbraid and an underbraid. 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 12</p> <p>CTE Anchor: 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 Responsibility and Flexibility: 7.7 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.2</p> <p>CTE Pathway: C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C8.1, C9.2, C10.1, C10.2, C10.3, C11.4</p>
<p>D. EXTENSIONS</p> <p>Understand, apply, and evaluate the tools and techniques for hair extensions.</p>	<ol style="list-style-type: none"> 1. Define hair extension. 2. Describe the importance of customizing hair extensions as opposed to “one size fits all.” 3. Identify the following basic categories of hair extension methods: <ol style="list-style-type: none"> a. cold fusion – strand by strand and weft attachment; a more permanent technique lasting 3-5 months b. hot fusion braiding c. micro methods d. heat seal e. tape f. lock stitch method 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6 Technology: 4.1, 4.3, 4.5</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(15 hours)		<p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.6 Responsibility and Flexibility: 7.7 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.2, 10.14 Demonstration and Application: 11.2</p> <p>CTE Pathway: C1.1, C2.1, C2.2, C2.5, C3.1, C3.2, C3.4, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C8.1, C9.2, C10.1, C10.2, C10.3, C11.1, C12.1, C12.2</p>
<p>E. ADVANCED HAIR COLORING</p> <p>Understand, apply, and evaluate the tools and techniques for advanced hair coloring.</p>	<ol style="list-style-type: none"> 1. Identify the different types of hair color products. 2. Identify the materials and agents, including sustainable and green products, used in hair coloring. 3. Identify and demonstrate the proper use of tools and equipment for hair coloring and bleaching. 4. Describe and demonstrate the proper computation of peroxide volume to be used. 5. Describe the time effect on oxidation. 6. Describe and demonstrate how to prepare a hair color. 7. Describe and demonstrate the proper use of mixing and advanced application techniques for hair color. 8. Describe and demonstrate the proper use of hair color for blending away gray hair. 9. Identify causes for color fading. 10. Describe and demonstrate preliminary patch testing for permanent and semi-permanent tints. 11. Perform the following techniques on a model: <ol style="list-style-type: none"> a. frosting b. bleaching c. hair painting d. streaking 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 10, 11, 12</p> <p>CTE Anchor: Communications: 2.1, 2.6 Career Planning and Management: 3.5 Technology: 4.1 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</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(19 hours)	<ol style="list-style-type: none"> 12. Use color theory as a basis of matching skin tones with hair color. 13. Explain the time effect on hair coloring. 14. Perform a minimum of 20 hair coloring and tinting processes on patrons. 15. Describe the following procedures and their impact on colored hair: <ol style="list-style-type: none"> a. blow-waving b. using a hot comb c. using a salon dryer 16. Demonstrate the following on a class model: <ol style="list-style-type: none"> a. blow waving b. hot combing c. using a salon dryer 17. Demonstrate how pattern cuts create different styles using the blow dryer, curling irons, and/or brush. 18. Compare lengths of hair styles and how they blow dry. 19. Define <i>styling aids</i>. 20. Demonstrate how to prepare a model for hair styling using styling aids. 21. List tools needed to perform an artistic hair design. 22. Demonstrate an artistic graphic hair design on colored hair. 	<p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.7, 7.8</p> <p>Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2, 10.4, 10.14</p> <p>Demonstration and Application: 11.1, 11.2, 11.4</p> <p>CTE Pathway: C1.1, C2.1, C2.2, C2.5, C3.1, C3.2, C3.3, C3.4, C3.5, C4.1, C4.2, C4.3, C4.4, C4.1, C5.2, C5.3, C5.4, C5.5, C6.3, C8.1, C8.2, C9.2, C10.1, C10.2, C10.3, C11.1, C11.2, C11.4, 12.1, C12.2</p>
<p>F. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the resource management principles and techniques in the hairstyling business.</p>	<ol style="list-style-type: none"> 1. Define the following terms: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the importance of managing the following resources in the hairstyling business: <ol style="list-style-type: none"> a. time b. materials c. personnel 3. List specific examples of effective management of the following in the hairstyling business: <ol style="list-style-type: none"> a. time b. materials c. personnel 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 11, 12</p> <p>CTE Anchor: Communications: 2.4, 2.6 Career Planning and Management: 3.3, 3.4, 3.5, 3.6, 3.9 Technology: 4.1, 4.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<p>4. Describe the benefits of effective resource management in the hairstyling business on the basis of:</p> <ul style="list-style-type: none"> a. profitability b. sustainability c. company growth <p>5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.</p>	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.6</p> <p>Ethics and Legal Responsibilities: 8.2</p> <p>Leadership and Teamwork: 9.2, 9.4, 9.5</p> <p>Technical Knowledge and Skills: 10.3, 10.4, 10.14</p> <p>CTE Pathway: C1.2, C1.3, C1.5, C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C6.1, C6.2, C6.3, C6.4, C7.1, C7.4, C8.1, C9.1, C10.3, C12.1</p>

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Cosmetology Specialist/Option III: Manicurist Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. DISINFECTION, SANITATION, AND SAFETY</p> <p>Understand, apply, and evaluate the disinfection and sanitation techniques in manicuring.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. disinfection b. sanitation 2. Differentiate between disinfection and sanitation. 3. Describe the importance of working in a sanitary environment. 4. Describe the Environmental Protection Agency (EPA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 5. Describe the California Occupational Safety and Health Administration (Cal-OSHA) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 6. Describe the California State Board of Barbering and Cosmetology (CSBBC) procedures that protect the health and safety of the consumer, the cosmetologist, and the environment when using all cosmetology products, including disinfection and sanitation products. 7. Set up and use a sanitary maintenance area. 8. Describe and demonstrate mixing and using various disinfectant solutions. 9. Perform a minimum of 5 disinfection procedures as required by the CSBBC. 10. Pass a disinfection and sanitation test with 100% accuracy. 11. Describe federal and state regulations as they apply to the Manicurist. 12. Describe and demonstrate the use of the Material Safety Data Sheet (MSDS) as it applies to cosmetology. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>CTE Anchor: 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, 6.5, 6.6, 6.7 Responsibility and Flexibility: 7.4 Ethics and Legal Responsibilities: 8.2, 8.3 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.1, C1.2, C3.1, C3.2, C3.3, C3.4, C3.5, C4.2, C5.1, C5.5, C8.1, C8.2, C10.1, C11.1, C11.2, C12.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. ADVANCED NAIL DESIGN</p> <p>Understand, apply, and evaluate the techniques for advanced nail design.</p> <p>(30 hours)</p>	<ol style="list-style-type: none"> 1. Describe the features and advantages of the following: <ol style="list-style-type: none"> a. acrylic nail system (liquid and powder) b. gel nail system 2. Describe the importance of determining the proportion of the nail bed length to the free nail edge length. 3. Describe the importance of gel and acrylic nail removal by a specialist. 	<p>Career Ready Practice: 2, 5, 7, 10</p> <p>CTE Anchor: Communications: 2.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.3, 6.4, 6.5, 6.6, 6.7 Ethics and Legal Responsibilities: 8.3 Technical Knowledge and Skills: 10.2 Demonstration and Application: 11.4</p> <p>CTE Pathway: C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.4, C5.5, C8.1, C8.2, C10.1, C10.2, C10.3, C11.0</p>
<p>C. SPA MANICURING AND PEDICURING</p> <p>Understand, apply, and evaluate the techniques for spa manicuring and pedicuring.</p>	<ol style="list-style-type: none"> 1. Define spa. 2. Describe the importance of a professional image for a salon or spa employee. 3. Identify the tools and materials, including sustainable and green products, used for spa manicuring and pedicuring. 4. Differentiate between salon manicuring/pedicuring and spa manicuring/pedicuring in terms of: <ol style="list-style-type: none"> a. techniques b. environment c. service d. price 5. Describe and demonstrate the proper techniques for spa manicuring and pedicuring. 	<p>Career Ready Practice: 1, 2, 4, 5, 6, 7, 8, 10, 12</p> <p>CTE Anchor: Communications: 2.6 Career Planning and Management: 3.1 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(24 hours)		<p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.2, 7.3, 7.4, 7.5, 7.6, 7.7</p> <p>Ethics and Legal Responsibilities: 8.3, 8.4, 8.5</p> <p>Leadership and Teamwork: 9.1, 9.3, 9.6</p> <p>Technical Knowledge and Skills: 10.2</p> <p>Demonstration and Application: 11.2, 11.4</p> <p>CTE Pathway: C1.1, C1.2, 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, C6.2, C6.3, C7.5, C8.1, C8.2, C9.2, C9.3, C10.1, C10.2, C10.3, C11.1, C11.4</p>
<p>D. RESOURCE MANAGEMENT</p> <p>Understand, apply, and evaluate the resource management principles and techniques in the manicuring business.</p>	<ol style="list-style-type: none"> 1. Define the following terms: <ol style="list-style-type: none"> a. resources b. management c. sustainability 2. Describe the importance of managing the following resources in the manicuring business: <ol style="list-style-type: none"> a. time b. materials c. personnel 3. List specific examples of effective management of the following in the manicuring business: <ol style="list-style-type: none"> a. time b. materials c. personnel 	<p>Career Ready Practice: 2, 3, 4, 5, 6, 7, 8, 11, 12</p> <p>CTE Anchor: Communications: 2.4, 2.6 Career Planning and Management: 3.3, 3.4, 3.5, 3.6, 3.9 Technology: 4.1, 4.3</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)	<p>4. Describe the benefits of effective resource management in the manicuring business on the basis of:</p> <ul style="list-style-type: none"> a. profitability b. sustainability c. company growth <p>5. Describe the economic benefits and liabilities of managing resources in an environmentally responsible way.</p>	<p>Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4</p> <p>Responsibility and Flexibility: 7.1, 7.2, 7.3, 7.4, 7.6</p> <p>Ethics and Legal Responsibilities: 8.2</p> <p>Leadership and Teamwork: 9.2, 9.4, 9.5</p> <p>Technical Knowledge and Skills: 10.3, 10.4, 10.14</p> <p>CTE Pathway: C1.2, C1.3, C1.5, C2.1, C2.2, C2.3, C4.1, C4.2, C4.3, C4.4, C5.1, C5.2, C5.3, C5.5, C6.1, C6.2, C6.3, C6.4, C7.1, C7.4, C8.1, C9.1, C10.3, C12.1</p>

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Cosmetology Specialist/Option IV: State Board Exam Review Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. ESTHETICIAN EXAM</p> <p>Understand, apply, and evaluate the tools and techniques used in passing the California Board of Barbering and Cosmetology examination for esthetician candidates.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Describe the competencies in the two-hour written exam consisting of 100 multiple-choice questions in the following areas: <ol style="list-style-type: none"> a. General Subjects <ol style="list-style-type: none"> i. Barbering and Cosmetology Act ii. rules and regulations iii. sanitation and disinfection iv. safety procedures v. client consultation and analysis vi. general chemistry vii. product knowledge/terms b. Anatomy and Physiology <ol style="list-style-type: none"> i. bacteriology ii. diseases and disorders iii. skin physiology iv. human anatomy v. circulatory systems c. Electricity <ol style="list-style-type: none"> i. modalities ii. safety procedures and methods d. Skin Care <ol style="list-style-type: none"> i. manual and electrical facial ii. hair removal iii. makeup iv. facial treatment and massage 2. Describe and demonstrate the competencies in the following esthetician operations: <ol style="list-style-type: none"> a. facial (plain, cleansing scrub, or dermal light) b. eyebrow arch (manual and hot wax) c. application of makeup d. application of artificial eyelashes (individual and strip type) 3. For each of the above operations, discuss and demonstrate: <ol style="list-style-type: none"> a. proper disinfection and sanitation techniques b. client protection and safety c. set-up of necessary equipment, materials, and supplies d. preparation of model e. basic skills 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.4, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.1, C3.2, C3.3, C3.4, C4.2, C5.1, C5.4, C5.5, C8.1, C9.2, C11.2, C12.1, C12.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>B. MANICURIST EXAM</p> <p>Understand, apply, and evaluate the tools and techniques used in passing the California Board of Barbering and Cosmetology examination for manicuring candidates.</p> <p>(15 hours)</p>	<ol style="list-style-type: none"> 1. Describe the competencies in the two-hour written exam consisting of 100 multiple-choice questions in the following areas: <ol style="list-style-type: none"> a. General Subjects <ol style="list-style-type: none"> i. Barbering and Cosmetology Act ii. rules and regulations iii. health and safety/hazardous substances iv. sanitation and disinfection v. safety procedures vi. client consultation and analysis vii. general chemistry viii. product knowledge/terms b. Anatomy and Physiology <ol style="list-style-type: none"> i. bacteriology ii. disorders of skin and nails c. Nail Care <ol style="list-style-type: none"> i. manicure and pedicure ii. artificial nails (tips, wraps, acrylics, etc.) 2. Describe and demonstrate the competencies in the following operations: <ol style="list-style-type: none"> a. manicuring b. pedicuring c. artificial nail services 3. For each of the above operations, discuss and demonstrate: <ol style="list-style-type: none"> a. proper disinfection and sanitation techniques b. client protection and safety c. set-up of necessary equipment, materials, and supplies d. preparation of model e. basic skills, including manicure, pedicure, acrylic nails, artificial nail tips, and nail wraps 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.6 Problem Solving and Critical Thinking: 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.4, 6.6, 6.7 Responsibility and Flexibility: 7.2, 7.4, 7.7 Ethics and Legal Responsibilities: 8.1, 8.3 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.1, 10.2 Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.1, C3.2, C3.3, C3.4, C4.2, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C8.1, C9.2, C11.2, C12.1, C12.2</p>
<p>C. COSMETOLOGIST EXAM</p> <p>Understand, apply, and evaluate the tools and techniques used in passing the California Board of Barbering and Cosmetology examination for cosmetology candidates.</p>	<ol style="list-style-type: none"> 1. Describe the competencies in the two-hour written exam consisting of 100 multiple-choice questions in the following areas: <ol style="list-style-type: none"> a. General Subjects <ol style="list-style-type: none"> i. Barbering and Cosmetology Act ii. rules and regulations iii. health and safety/hazardous substances iv. sanitation and disinfection v. safety procedures vi. client consultation and analysis 	<p>Career Ready Practice: 1, 2, 5, 7, 8, 9, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.6</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(30 hours)	<ul style="list-style-type: none"> vii. general chemistry viii. product knowledge/terms b. Anatomy and Physiology c. Electricity d. Skin Care <ul style="list-style-type: none"> i. manual, electrical, and chemical facials ii. makeup iii. hair removal e. Nail Care <ul style="list-style-type: none"> i. manicure and pedicure ii. artificial nails (tips, wraps, acrylics, etc.) f. Hair Care and Design <ul style="list-style-type: none"> i. hairdressing ii. haircutting iii. shampooing iv. thermal work g. Chemical Hair Care <ul style="list-style-type: none"> i. bleaching ii. tinting iii. permanent waving iv. chemical straightening <p>2. Describe and demonstrate the competencies in the following operations:</p> <ul style="list-style-type: none"> a. give a patron a plain facial b. apply makeup c. arch eyebrows d. wrap and saturate hair for a cold wave e. straighten hair chemically and thermally f. tint and bleach hair g. give scalp manipulation h. brush hair scientifically i. cut and shape hair j. construct wet curls k. fingerwave hair l. set and style hair and comb out the finished coiffure m. thermally style the hair using a hand dryer and curling iron n. manicure nails o. apply acrylic nails, tips and wraps <p>3. For each of the above operations, discuss and demonstrate:</p> <ul style="list-style-type: none"> a. proper disinfection and sanitation techniques b. client protection and safety c. set-up of necessary equipment, materials, and supplies d. preparation of model e. basic skills 	<p>Problem Solving and Critical Thinking: 5.2, 5.3, 5.4</p> <p>Health and Safety: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7</p> <p>Responsibility and Flexibility: 7.4, 7.7</p> <p>Ethics and Legal Responsibilities: 8.1, 8.3</p> <p>Leadership and Teamwork: 9.6</p> <p>Technical Knowledge and Skills: 10.1, 10.2</p> <p>Demonstration and Application: 11.1, 11.2</p> <p>CTE Pathway: C1.1, C3.2, C3.3, C3.4, C4.2, C4.3, C5.1, C5.2, C5.3, C5.4, C5.5, C8.1, C9.2, C11.2, C12.1, C12.2</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Beatty, Deborah. Preparing for the Practical Exam: Cosmetology. Cengage Learning, January 2004.

Davis, Gretchen and Mindy Hall. The Makeup Artist Handbook: Techniques for Film, Television, Photography, and Theatre. Elsevier Science and Technology Books, March 2008.

Gabriel, Julie. The Green Beauty Guide: Your Essential Resource to Organic and Natural Skin Care, Makeup and Fragrances. Health Communications, Incorporated, October 2008.

McCormick, Janet. Spa Manicuring. Cengage Learning, January 2000.

Milady and Kathy Driscoll. Milady's Standards Comprehensive Training for Estheticians: Exam Review. Cengage Learning, August 2002.

Milady, Douglas D. Schoon, Sue Ellen Schultes, and Jewel Cunningham. Milady's Standard Nail Technology, 5th Edition. Cengage Learning, July 2007.

Watson, Rosie. New Holland Professional: Manicure and Pedicure. New Holland Publishers, April 2008.

Wright, Crystal A. Hair, Makeup and Styling Career Guide. Set the Pace Publishing Book, January 2003.

RESOURCES

Employer Advisory Board members

Representatives of manufacturers of cosmetological equipment and supplies

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. Individualized instruction
- C. Laboratory practice

EVALUATION

OPTION I – ESTHETICIAN

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

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

SECTION C – Color Theory and Contouring – Pass all assignments and exams on color theory and contouring with a minimum score of 80% or higher.

SECTION D – Formal Makeup– Pass all assignments and exams on electricity in formal makeup with a minimum score of 80% or higher.

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

SECTION F – Resource Management– Pass all assignments and exams on resource management with a minimum score of 80% or higher.

OPTION II – HAIRSTYLIST

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

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

SECTION C – Braids – Pass all assignments and exams on braids with a minimum score of 80% or higher.

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

SECTION E – Advanced Hair Coloring– Pass all assignments and exams on advanced hair coloring with a minimum score of 80% or higher.

SECTION F – Resource Management– Pass all assignments and exams on resource management with a minimum score of 80% or higher.

OPTION III – MANICURIST

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

SECTION B – Advanced Nail Design – Pass all assignments and exams on advanced nail design with a minimum score of 80% or higher.

SECTION C – Spa Manicuring and Pedicuring – Pass all assignments and exams on spa manicuring and pedicuring with a minimum score of 80% or higher.

SECTION D – Resource Management– Pass all assignments and exams on resource management with a minimum score of 80% or higher.

OPTION IV – STATE BOARD EXAM REVIEW

SECTION A – Esthetician Exam – Pass all assignments and exams on esthetician exam with a minimum score of 80% or higher.

SECTION B – Manicurist Exam – Pass all assignments and exams on manicurist exam with a minimum score of 80% or higher.

SECTION C – Cosmetologist Exam – Pass all assignments and exams on cosmetologist exam 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.
