

Alabama Course of Study Career and Technical Education



2022

Eric G. Mackey, State Superintendent of Education
Alabama State Department of Education



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Alabama Course of Study Cosmetology and Barbering



**Eric G. Mackey
State Superintendent of Education**

**STATE SUPERINTENDENT OF EDUCATION'S
MESSAGE**

Dear Alabama Educator:

The 2022 *Alabama Course of Study: Career and Technical Education, Cosmetology and Barbering* presents standards designed to prepare students for the career and technical demands of the future, both in the workplace and in the postsecondary education setting.

This document contains a set of challenging standards designed to promote students' engagement and career interests in cosmetology and barbering fields. I encourage each system to use the document in developing local curriculum guides that determine how local school students will achieve and even exceed these standards.

The 2022 *Alabama Course of Study: Career and Technical Education, Cosmetology and Barbering* was developed by educators and business and community leaders to provide a foundation for building quality cosmetology programs across the state. Implementing the content of this document through appropriate instruction will promote students' exploration and enhance preparation for further study and careers in a variety of cosmetology and barbering fields.

Eric G. Mackey
State Superintendent of Education

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Alabama Course of Study Cosmetology and Barbering Table of Contents

| | |
|---|-------------|
| PREFACE | vii |
| ACKNOWLEDGMENTS | viii |
| GENERAL INTRODUCTION | 1 |
| CONCEPTUAL FRAMEWORK | 4 |
| POSITION STATEMENTS | 5 |
| DIRECTIONS FOR INTERPRETING STANDARDS | 10 |
| PROGRAM OVERVIEW | 12 |
| CONTENT STANDARDS | 13 |
| Barbering Fundamentals | 13 |
| Career Pathway Project in Cosmetology and Barbering | 16 |
| Chemical Services | 19 |
| Cosmetology Fundamentals | 23 |
| CTE Lab in Cosmetology and Barbering | 26 |
| Hair Coloring | 29 |
| Nail Technology I | 33 |
| Nail Technology II | 38 |
| Natural Hairstyling | 41 |
| Salon Practices and Management | 45 |
| Spa Techniques I | 49 |

| | |
|-----------------------|-----------|
| Spa Techniques II | 52 |
| State Board Practicum | 55 |
| BIBLIOGRAPHY | 59 |

Alabama Course of Study Cosmetology and Barbering

PREFACE

The 2022 *Alabama Course of Study: Career and Technical Education, Cosmetology and Barbering* provides the framework for Grades 9-12 Cosmetology and Barbering programs in Alabama’s public schools. Content standards in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4). They are fundamental and specific, but not exhaustive. Cosmetology and barbering education courses are organized by pathways, which are aligned with national standards. When developing local curriculum, school systems may include additional content standards to reflect local needs and philosophies. Systems are encouraged to add implementation guidelines, resources, and activities based upon the content standards in the cosmetology and barbering course of study.

The 2022 Alabama Career and Technical Education Course of Study Committee and Task Force conducted extensive research during the development of the cosmetology and barbering course of study, analyzing career and technical education standards and curricula from other states, previous versions of Alabama’s career and technical education courses of study, and national standards. The Committee and Task Force also reviewed information from professional journals and Internet sites, listened to and read comments from interested individuals and industry groups throughout the state, considered suggestions from independent reviewers, sought input from advisory councils, and thoroughly discussed each issue and standard among themselves. The Committee and Task Force reached consensus and developed what members believe to be the best cosmetology and barbering course of study for students in Alabama’s public schools.

Alabama Course of Study Cosmetology and Barbering ACKNOWLEDGMENTS

This document was developed by the Cosmetology and Barbering Committee and Task Force of the 2022 Alabama Career and Technical Education Course of Study Committee and Task Force, composed of middle school, high school, and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began work in February of 2022 and submitted the document to the Alabama State Board of Education for adoption at its December meeting.

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Alabama Course of Study

Career and Technical Education

GENERAL INTRODUCTION

Alabama’s Career and Technical Education programs empower students with the workplace-readiness skills required for success in the twenty-first century. Courses are designed to equip students to become productive, well-prepared citizens who possess the necessary knowledge and skills for postsecondary education and employment. Career and Technical Education provides opportunities for students to combine core academic content with rigorous and relevant technical knowledge and expertise

Alabama’s Career and Technical Education programs promote students’ career awareness through engaging career exploration and development activities. Career and Technical Education programs focus on providing students with knowledge and skills that reinforce attainment of academic core content through hands-on, experiential learning. These programs are organized into the sixteen national career clusters identified by the United States Department of Education, which arrange instruction into groups of similar occupations. Within the sixteen national career clusters, separate course content standards have been developed for more than fifty career programs.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not reprinted in each course of study, but instead are indicated in the clusters’ program guides, which are the definitive listings of required courses for each cluster. Program guides can be found on the Alabama State Department of Education website.

The *Alabama Course of Study: Career and Technical Education* is intended for all students in Grades 6-12. LEAs must follow current legislative and administrative codes regarding special populations. Laws, regulations, and resolutions regarding special populations are part of the administrative guidelines of Career and Technical Education.

Alabama’s Career and Technical Education programs are designed to keep abreast of the rapid changes in business and industry and to be responsive to current and future workforce demands. Rigor in each course of study is derived from both core academic content and industry-specific knowledge and skills required for students to achieve, maintain, and advance in employment in a particular career pathway. The level of academic and workplace rigor determines the degree to which each Alabama Career and Technical Education program prepares students for high-skill, high-wage, and in-demand careers. For each Career and Technical Education program, industry-recognized credentials of value and certifications have been

established that validate the rigor of the curriculum to students, parents, and members of business and industry. In addition, articulation agreements are developed in partnership with the Alabama Community College System to allow for a seamless transition for students to further their education.

Alabama's growing economy calls for increasing numbers of highly-skilled workers. Alabama's Career and Technical Education programs, through the implementation of each career cluster's course of study, equip students with the employability skills and technical knowledge necessary to meet current and future workforce demands by preparing them for lifelong learning.

Alabama Course of Study Cosmetology and Barbering CONCEPTUAL FRAMEWORK



Alabama Course of Study Cosmetology and Barbering CONCEPTUAL FRAMEWORK

The conceptual framework pictured on the previous page is a graphic representation of the themes, career opportunities, and trends that comprise the fields of cosmetology and barbering.

Listed around the circumference of the gear are the pathways of this program: Cosmetology, Barbering, Nail Technology, Esthetics, and Natural Hairstyling. The pathways in the Cosmetology and Barbering program are linked by overlapping knowledge and skills in the areas of hair shaping, hair styling, chemical services, hair coloring, hair relaxing, nail technology, and spa treatments.

The braid encircling the center of the gear represents the braiding techniques used in the natural hairstyling field. The colors of the braid represent the color wheel used in hair coloring. There is a growing trend toward the use of natural hairstyling procedures, artificial hair placement, and attachments in both the cosmetology and barbering fields.

The comb, shears, clippers, nail polish, and skincare images displayed around the gear represent the tools that are used daily within each of the five individual career pathways in Cosmetology and Barbering programs.

The inner circle of the gear contains a silhouette of two people, indicating that personal care and personal relationships are at the heart of cosmetology and barbering. The silhouette represents the diversity of skills and techniques presented to students in these pathways, and also indicates that this career field is open to every student.

The purpose of the Cosmetology and Barbering program is to prepare students for entry into the workforce with the skills to master the evolving techniques and trends in the beauty industry. The Cosmetology and Barbering course standards are designed to equip students with the knowledge and skills needed to become successful professionals in this growing segment of the personal care field.

POSITION STATEMENTS

Cosmetology and Barbering

The Cosmetology and Barbering program in the Human Services cluster of Career and Technical Education focuses on preparing students for employment in careers that relate to personal grooming services, customer relations, retail sales, and salon management and ownership. Certain fundamental understandings which support the Cosmetology and Barbering program must be embraced by schools and school districts in order to provide students with the best possible experiences in the classroom and in the field. These position statements summarize the requirements for an effective Cosmetology and Barbering program.

Classroom and Laboratory Environment

The effective Cosmetology and Barbering classroom should be a safe space which is fully equipped with current and emerging technologies, supplies, and materials needed for instruction, where students can increase their knowledge and skills. As in other programs in Career and Technical Education, cosmetology and barbering instruction cannot be confined within the four walls of a traditional classroom. Students and teachers should have access to laboratory environments on campus and in the community where students can experience practical, real-world circumstances in the cosmetology and barbering field.

Technology, Equipment, and Facilities

Classroom technology must be readily available, efficiently maintained, and routinely upgraded according to a regular schedule. Students and teachers utilize equipment to conduct a variety of classroom instruction and learning activities. Using up-to-date technology enhances the learning environment and prepares students for future career opportunities. In addition, students should have ready access to other classroom supplies and materials (such as textbooks, reference materials, and software) in classroom libraries, research areas, and materials centers to support instruction and credentialing. Sufficient funds must be allocated to provide and maintain the technology and materials necessary for a superior career and technical education program.

Safety

The safety of students and instructors is a prime consideration in every learning environment. Creating and implementing a written safety plan is an essential part of designing, carrying out, and evaluating each Career and Technical Education program. An effective plan may include federal, state, local, school, and program guidelines. Care must be taken to ensure that students are in safe environments both on and off campus. Students are required to pass safety tests with one hundred percent accuracy. Safety includes not only physical and emotional well-being but also digital and online security.

Professional Development

Because both technology and instructional methods continue to evolve, it is essential for teachers to participate in professional development and technical training opportunities to stay abreast of innovations pertaining to their content area and the workplaces in which their students will be employed. Teachers who continually expand their pedagogical knowledge and skills are able to adjust the learning environment to reflect current and emerging trends in teaching methods and to address their students' varied learning styles. Regular program assessment by students, administrators, business and industry personnel, and the educators themselves guides professional development, which in turn enhances the instructional program.

Administrative Support

Full support from district and local administrators is essential for providing the necessary components of a Cosmetology and Barbering program. Administrators should recruit highly qualified teachers with appropriate credentials and should secure funding for professional development activities and industry certification for those teachers. Administrators must also provide time for professional development and for planning for the integration of academic content areas into the Cosmetology and Barbering program. Administrators should actively promote the Cosmetology and Barbering program within the school and in the community.

Instructional Model

The Cosmetology and Barbering course of study is designed to address the challenges of a changing, technological, diverse, and global society in which students must apply knowledge, skills, and ideas to solve problems and make decisions. The Cosmetology and Barbering curriculum designed by each local education agency should be project-based, process-oriented, and work-based so that students can develop their abilities to collaborate, analyze, communicate, manage, and lead.

The content standards contained in this document require students to use innovative, critical-thinking skills. Teachers should utilize the course of study to identify the issue or concern addressed in a specific content standard and then use the local curriculum guide to plan appropriate learning experiences, taking into account the differences among standards, curriculum, and resources. The Cosmetology and Barbering content standards delineate what students are expected to know or be able to do at the end of each course. A curriculum is a sequence of tasks, activities, and assessments that teachers enact to support students in learning the standards while drawing on a textbook or other resources when appropriate.

Academic core content should be integrated into the Cosmetology and Barbering program. To achieve the solution to a given problem, students must possess adequate foundations in reading, writing, speaking, listening, viewing, and presenting; knowledge and skills in mathematics, science, and social studies; and knowledge of current and emerging technologies.

The Cosmetology and Barbering program should also integrate workplace demands and employability skills, incorporating various instructional strategies to accommodate students' learning styles and interests. A variety of assessments should be used to evaluate individual students' interests, aptitudes, and abilities.

When individual needs have been determined for students in special populations, a support service program should be planned cooperatively by Cosmetology and Barbering instructors and other appropriate personnel, because Individual Education Programs are most effective when developed in conjunction with students' career and technical education instructors and counselors. Courses and equipment may be tailored to ensure equal access to the full range of learning experiences and skill development in a Cosmetology and Barbering program.

Career and Technical Student Organizations (CTSOs)

Nationally affiliated Career and Technical Student Organizations such as SkillsUSA are an integral part of classroom instruction in each Career and Technical Education program. CTSOs make a positive difference in the lives of students by developing their potential for leadership, personal growth, and career success. The focus of these organizations is to help students develop an understanding of all aspects of industry and technology while learning teamwork and leadership skills. The importance of CTSOs is indicated by their inclusion in the foundational standards to be taught in every course in Cosmetology and Barbering programs. Students in this program affiliate with SkillsUSA.

Business-Industry-School Relationships

The very nature of Cosmetology and Barbering requires a close relationship between the school and the business community. Some aspects of this relationship are specified by state and federal laws and regulations, while others are determined by the desires, interests, and willingness of school personnel and business leaders in the local community. The relationship between schools and businesses can be immensely beneficial to all parties involved.

Student Work Experience

As students begin to plan careers, they must have opportunities to visit, tour, and work at local industries and businesses. Real-world experiences such as cooperative education, internships, apprenticeships, and job shadowing contribute to the work-based, service-based, and project-based learning that enhances classroom instruction. An additional benefit comes from continuous feedback from students and supervisors, who evaluate the program to facilitate changes that satisfy industry needs.

Advisory Councils and Partnerships

In accordance with Alabama State Department of Education guidelines, each Career and Technical Education program has an advisory council made up of representatives from the local business community that provides professional recommendations regarding equipment needs, curriculum emphases, technical updates, and problem-solving. This link to business and industry may also provide external support by supplying valuable resources such as equipment, materials, and qualified speakers. Community partners may provide program sponsors, judges for student career development events, financial support, scholarships, field trip sites, and other program needs.

Community Involvement and Service

There are many ways for Cosmetology and Barbering students and teachers to become involved with community service projects, providing benefits for students and their communities. Local organizations such as civic clubs, professional educational groups, youth organizations, workforce councils, and community adult education programs are valuable resources for Cosmetology and Barbering programs. Open houses, tours, career fairs, and presentations allow families and other interested citizens to become more informed about the Cosmetology and Barbering program and more involved in the education environment.

Postsecondary and Higher Education Credit

Postsecondary and higher education articulation is a significant element in a student's career cluster. Secondary and postsecondary instructors must communicate on a regular basis to ensure a smooth transition for students and to ensure students are aware of articulation opportunities. Articulation may occur through program alignment with postsecondary programs, early college enrollment, or dual enrollment programs.

Students benefit in a variety of ways when cooperation exists between secondary and postsecondary institutions. One possibility is the opportunity to earn postsecondary credit in conjunction with work completed while the student is still in secondary school. Postsecondary teachers can offer additional benefits by serving as guest speakers, donating equipment, sharing expertise through professional development activities, and addressing other needs appropriate for the school community.

Dual Enrollment for Dual Credit is an enrichment opportunity allowing eligible high school students to earn high school and college credits for courses taken through an Alabama Community College System (ACCS) institution or an Alabama college or university while still enrolled in high school. Articulated credit is awarded when a student enrolls and satisfactorily completes work in a postsecondary institution that has an articulation agreement with the student's participating school.

DIRECTIONS FOR INTERPRETING STANDARDS

The 2022 *Alabama Course of Study: Career and Technical Education, Cosmetology and Barbering* is organized around the following elements: foundational standards, topics, and content standards.

Foundational standards are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. Each foundational standard completes the stem “*Students will...*”

Related content standards are grouped under **Topics**. In the example below, the topic is “<<TOPIC>>.” Standards from different topics may be closely related.

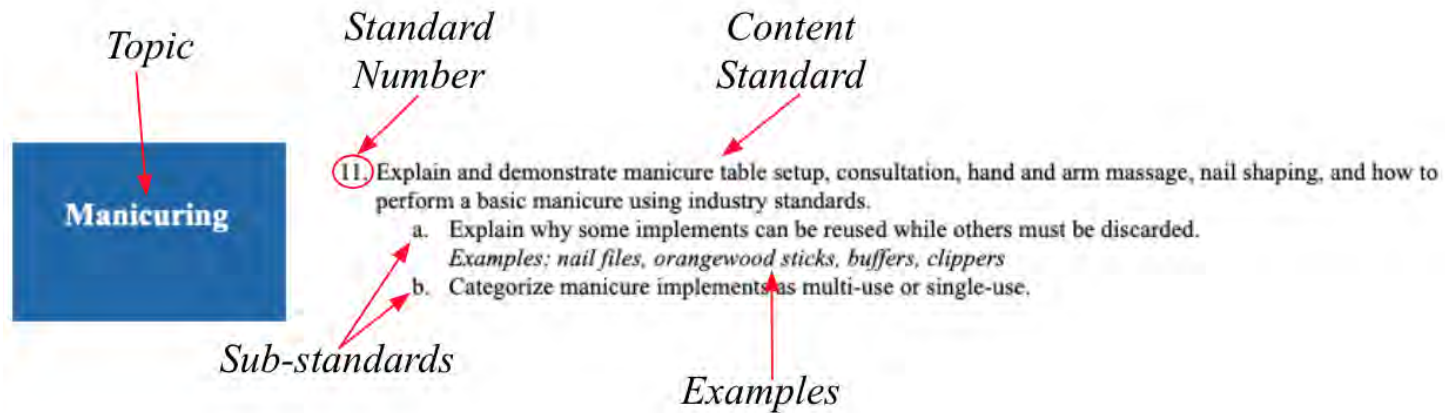
Content Standards contain the minimum required content and define what students should know or be able to do at the conclusion of a course. Each content standard completes the stem “*Students will...*”

Some content standards have **sub-standards**, indicated with a, b, c, d..., which are extensions of the content standards and are also required. Some standards are followed by italicized **examples**, which present options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists and are not required to be taught.

When “including” appears in standards, it should be construed as “including but not limited to.” The items listed must be taught; others may also be included in instruction. Local education agencies (LEAs) may add standards to meet local needs and incorporate local resources.

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connections, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the Course of Study. The standards in each course are to be used as a minimal framework and should encourage innovation.

Because of the interconnected nature of Career and Technical Education programs, some courses will be utilized in more than one cluster. Shared courses are not repeated in each course of study, but instead are indicated in the clusters' program guides, which are the definitive listings of required courses for each cluster. They can be found on the Alabama State Department of Education website.



PROGRAM OVERVIEW

Cosmetology and Barbering

Cosmetology and barbering are regarded as both science and art. They are among the oldest professions in the world, and are considered to be recession-proof industries. Students who are interested in this cluster have five pathways to consider: Cosmetology, Barbering, Nail Care, Esthetics, and Natural Hairstyling. Students choose courses leading through specific pathways. Some courses have prerequisites, which are noted in the chart for each course. Some courses are sequential and must be taken in order, which is also noted in the charts.

Hands-on training is especially important for pathways within the Cosmetology and Barbering program. Students gain knowledge and skills through an active, structured, and stimulating classroom environment which is augmented by actual and simulated workplace learning experiences. Classrooms and laboratories within the Cosmetology and Barbering program provide safe and appropriate settings where students can learn and practice their skills. Simulated workplaces provide opportunities for assessing students as they demonstrate skills that are routinely required in professional settings.

Students in the Cosmetology and Barbering program affiliate with SkillsUSA, a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. This career and technical student organization (CTSO) enhances classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and take advantage of opportunities for personal and professional growth.

Students who choose cosmetology or barbering will be able to use creativity and forward thinking to enable others to feel better about themselves. Professionals in this fast-paced industry have excellent earning potential and flexible work schedules. The time it takes to become a licensed professional is shorter than in most fields.

Course of study standards represent the minimum required content and are not intended to be the course curriculum. LEAs and local schools should use these standards to create a curriculum that utilizes available resources to meet the specific needs and interests of the local community. All Career and Technical Education courses emphasize the application of knowledge and skills to solve practical problems.

CONTENT STANDARDS

Barbering Fundamentals

| | |
|----------------------|------|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | |

Barbering Fundamentals is the prerequisite for all other courses in the barbering pathway. It presents the knowledge and skills needed for a career in barbering, including basic procedures of shampooing, hair shaping, hair styling, shaving, manicures, and pedicures. Safety and sanitation are stressed in all areas. Specific topics include barbering history, infection control principles and practices, hair and facial services, principles of hair design and haircutting, and manicure and pedicure services.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Cosmetology and Barbering program affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Describe and demonstrate professionalism in dress, personal hygiene and grooming, movement and posture, and ethical behavior.

BARBERING FUNDAMENTALS CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Barbering History

1. Explain the origin of and historical advancements in barbering.
2. Gather and share information on pioneers of modern barbering and their contributions to the industry.

Infection Control Principles and Practices

3. Use models to illustrate the types and classifications of infectious microorganisms encountered in the barbering profession.
Examples: classifications of pathogens, types of bacteria, viruses, fungi, parasites
4. Research and report on contamination, cross-contamination, sterilization, disinfection, and sanitation in barbering, giving examples of how and when each might occur.
 - a. Utilize Occupational Safety and Health Administration (OSHA) protocols for infection control and disposal of chemicals in barbering, including performing wet and dry sanitizing procedures.
Examples: blood exposure procedure, disinfection

Facial Hair and Skin Care Service

5. Conduct client consultation, analysis, and documentation for facial hair and skin care services, including evaluating the client's skin, identifying any diseases, disorders, or other contraindications, and determining services and products to be used.
 - a. Document services provided and maintain client records.
Examples: consultation card, service history, medical history
 - b. Research and report on ways facial anatomy relates to barbering procedures.
Examples: structure, nerves, muscles, pressure points
6. Demonstrate client draping procedures for facial hair and skin care services.
7. Demonstrate board-approved procedures for facial hair and skin care services, including facials, facial hair design, and complete shave service with required strokes.
Examples: cleansing, use of steam towels, massage
8. Research and report on barbering procedures that use electrical equipment.
Examples: electrotherapy, light therapy
 - a. Describe electrical devices used for facials and explain their effects on the skin.
Examples: polarity, modality, ultraviolet rays, infrared rays

Principles of Hair Design and Haircutting

9. Demonstrate hair shaping, basic patterns, sectioning, basic elevations, angles, and guidelines when cutting hair, utilizing design principles and applying safety precautions.
10. Demonstrate haircutting techniques, including clipper over comb, wet and dry, arching, scissor cut, and razor cut.
Examples: techniques for holding combs, shears, clippers, trimmers, razors, and thermal styling tools; edging and cleaning neckline with razors, clippers, or shears
11. Demonstrate hairstyling techniques, including braiding, pressing, wrapping, and using rollers to create shape.

Manicure and Pedicure Services

12. Demonstrate basic manicure and pedicure procedures used in the barbering field.
Examples: shape nails, push back cuticles, massage, apply polish

Career Pathway Project in Cosmetology and Barbering

| | |
|----------------------|---|
| Course Credit | 1.0 |
| Grade Levels | 10-12 |
| Prerequisites | Successful completion of two or more courses in the Cosmetology and Barbering program |

Career Pathway Project (CPP) in Cosmetology and Barbering is a capstone course which allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

During the CPP, the student works with his or her coordinating teacher, academic teachers, and a product or process mentor who has expertise in the student’s field of study. At the conclusion of the CPP, the student presents or demonstrates the knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the mentor, peers, and community and business representatives.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Cosmetology and Barbering program affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.



- 3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
- 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- 6. Demonstrate knowledge of current trends in the industry.
- 7. Describe and demonstrate professionalism in dress, personal hygiene and grooming, movement and posture, and ethical behavior.

**CAREER PATHWAY PROJECT IN COSMETOLOGY AND BARBERING
CONTENT STANDARDS**

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

**Project
Proposal**

- 1. Create a formal, narrative proposal that communicates a specific concept, creates a process, or develops a product related to cosmetology and barbering.
Examples: student-led end-of-course fashion show, local competition

Research

- 2. Conduct independent research related to the selected cosmetology and barbering project.
Examples: Internet research, related reading

Project Report

- 3. Write a detailed report on the chosen cosmetology and barbering project, following established conventions for format, grammar, and usage.

Presentation

4. Produce an original multimedia presentation based upon career pathway project research and results.
Examples: producing a digital presentation and oral explanation, creating a documentary, presenting a project model and explanation

Portfolio

5. Design and create a project portfolio that documents all components of the cosmetology and barbering pathway project and demonstrates the validity of the process.

Chemical Services

| | |
|----------------------|--|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | Cosmetology Fundamentals OR Barbering Fundamentals |

Chemical Services is designed to enable students to perform various chemical texturing services, including relaxers, permanent waves, straighteners, and soft curls, in a safe and effective manner. Emphasis is placed on sanitation, client safety, chemical composition of the hair, scalp disorders and treatments, and effects of chemical applications on the hair and scalp.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Cosmetology and Barbering program affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

CHEMICAL SERVICES CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Safety and Infection Control in Chemical Services

1. Apply chemicals, including corrosives and oxidizers, according to industry safety standards.
Example: checking manufacturers instructions in safety data sheets for accurate and detailed information
2. Explain and perform client safety procedures for all chemical services, including infection control and scalp and hair analysis.
Examples: client consultation, appropriate texture services, shampoo methods

Chemical Composition of the Hair and Scalp

3. Analyze and interpret data on chemical structure and composition of the hair and scalp, including polypeptide chains, side bonds, hydrogen bonds, salt bonds, and disulfide bonds, and how they are affected by various chemical services.
4. Explain how changes in the components of a system activate the release or absorption of energy from a system, indicating how these processes take place in chemical services for hair.

Scalp Disorders and Treatments

- a. Develop a model to illustrate how the changes in total bond energy determine whether a chemical reaction is endothermic or exothermic.
 - b. Demonstrate the transfer of thermal energy in a closed system.
Example: Perform an exothermic and an endothermic permanent wave.
5. Identify the factors that affect the rate of a chemical reduction reaction and indicate the effects of each factor.
Examples: temperature, mixing, concentration, particle size, surface area, catalyst
 6. Obtain, evaluate, and communicate information concerning the relationship of hydrogen ion concentrations to the pH scale, and to acids, bases, and neutral solutions.
 - a. Test various acids and bases to assess pH levels to determine which chemicals are safe for use on hair and scalp.
Examples: vinegar, baking soda, soap, citrus juice
 - b. Research and develop time frames for the safe application of chemicals on the hair and scalp.
 7. Compare and contrast various pure substances, elements, compounds, and mixtures.
Examples: solutions, suspensions, emulsions
8. Demonstrate procedures of hair and scalp analysis to make informed judgments about chemical services.
 9. Explore and evaluate the factors that affect product choice and eligibility for chemical hair services.
Examples: porosity, texture, density, elasticity
 10. Distinguish between scalp disorders and diseases that can be treated in the salon and those that must be treated by a physician.
 11. Research and design treatment plans for various scalp conditions and hair loss treatable by hair care professionals.
Examples: scalp massage; dry, normal, oily, and dandruff scalp conditions

Chemical Applications

12. Compare types of chemical texture products and services in the cosmetology and barbering industry.
Examples: permanent waving, chemical relaxing, soft curl perm, chemical straightening
13. Analyze and interpret the changes that take place in the hair structure when using different chemicals.
Examples: cysteamine bonds, lanthionization
14. Perform various chemical service applications, including permanent waving, chemical relaxing, and straightening techniques.
15. Determine and recommend products for at-home maintenance of chemically treated hair.

Cosmetology Fundamentals

| | |
|----------------------|------|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | |

Cosmetology Fundamentals is the prerequisite for all other courses in the cosmetology pathway. This course is designed to provide students with an overview of the history and development of the cosmetology industry and basic information regarding principles and practices of infection control, diseases and disorders, essential practices of hair care, concepts of hair designing, and fundamentals of hair cutting. The information presented in this course is enhanced by hands-on practice performed in a controlled lab environment. The standards require students to apply safety rules, regulations, and procedures for basic skills identified in this course.

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Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

COSMETOLOGY FUNDAMENTALS CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Cosmetology History

1. Explain the origin and advancements of hairstyling throughout history.
2. Gather and share information on pioneers of modern cosmetology and their contributions to the industry.

Infection Control

3. Develop and use models to compare types and classifications of bacteria, fungi, and viruses commonly found in the cosmetology field.
Examples: non-pathogenic and pathogenic
4. Compare and contrast sterilization, disinfection, and sanitation in cosmetology.
5. Summarize the requirements for infection control in cosmetology, including wet and dry sanitation service procedures and proper disposal of chemicals, mandated by current salon and spa regulations from state and local agencies, the Occupational Safety and Health Administration (OSHA), and the Environmental Protection Agency (EPA).

Essential Practices of Hair Care

6. Demonstrate client draping procedures for wet, dry, and chemical services.
7. Demonstrate professional practices for shampooing, rinsing, and conditioning.
 - a. Gather and share information about the chemical composition of various types of shampoos and conditioners to select compatible products for a variety of applications.
 - b. Analyze the condition of the hair and scalp
8. Demonstrate the procedures for scalp treatments and massage.

Concepts of Hair Designing

9. Recreate a given hairstyle for a client.
 - a. Demonstrate the use of various tools and equipment for hairstyling.
 - b. Explain the relationship of facial shapes to styling principles.
10. Explain the five elements and five principles of hair design and utilize them in a variety of hair styles.

Fundamentals of Hair Cutting

11. Explain the influence of hair types and textures in hair styling.
12. Research and illustrate the principles of hair cutting including elevation, angles, and guidelines.
13. Demonstrate the proper use and maintenance of haircutting tools.
14. Perform basic blunt and long-layered haircutting techniques.
Examples: 0, 45, 90, and 180 degrees

CTE Lab in Cosmetology and Barbering

| | |
|----------------------|---|
| Course Credit | 1.0 |
| Grade Levels | 10-12 |
| Prerequisites | Successful completion of two or more courses in the Cosmetology and Barbering program |

CTE Lab in Cosmetology and Barbering is designed to enhance the student’s general understanding and mastery of the Cosmetology and Barbering program. This course is designed as a learning laboratory to support students’ individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

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Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

CTE LAB IN COSMETOLOGY AND BARBERING CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Occupational Expertise

1. Demonstrate expertise in a specific occupation within the Cosmetology and Barbering program.
 - a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student’s assessed needs.

Research and Presentation

2. Conduct investigative research on a selected topic related to cosmetology or barbering using approved research methodology, interpret findings, and prepare a presentation to defend results.
 - a. Select an investigative study based on research and prior knowledge.
 - b. Collect, organize, and analyze data accurately and precisely.
 - c. Design procedures and test the research.
 - d. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts.

Leadership

3. Demonstrate higher order critical thinking and reasoning skills appropriate for a career in a cosmetology or barbering field.
 - a. Use mathematical and scientific skills to solve problems encountered in the chosen occupation.
 - b. Locate, evaluate, and interpret information related to the chosen occupation in oral, print, and digital formats.
 - c. Analyze and apply data and measurements to solve problems and interpret documents.
 - d. Construct charts, tables, or graphs using functions and data.
4. Apply enhanced leadership and professional career skills needed in cosmetology and barbering careers.
 - a. Develop and deliver a professional presentation offering potential solutions to a current issue.
 - b. Demonstrate leadership and career skills in job placement, job shadowing, entrepreneurship, or internship, or by obtaining an industry-recognized credential of value.
 - c. Participate in leadership development opportunities available through the appropriate student organization and/or professional organizations in the cosmetology and barbering fields.
 - d. Demonstrate written and oral communication skills through presentations, public speaking, live or virtual interviews, and/or an employment portfolio.

Hair Coloring

| | |
|----------------------|--|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | Cosmetology Fundamentals OR Barbering Fundamentals |

Hair Coloring presents techniques for coloring and lightening hair. Emphasis is placed on color application, laws of color, levels and classifications of color, and problem-solving. The course is designed to enable students to identify all classifications of haircolor and their effects on the hair. Topics include safety and sanitation, properties of hair and scalp, principles of hair coloring, concepts of hair lightening, color and lightening applications, and color correction. **It is strongly suggested that students complete Chemical Services before taking Hair Coloring.**

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Each foundational standard completes the stem “*Students will...*”

| | |
|-------------------------------|--|
| Foundational Standards | <ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing. |
|-------------------------------|--|

- 4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
- 5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
- 6. Demonstrate knowledge of current trends in the industry.
- 7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

**HAIR COLORING
CONTENT STANDARDS**

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

| | |
|---|--|
| Safety and Infection Control | <ul style="list-style-type: none"> 1. Handle and store hair coloring chemicals safely, explaining the rationale for each procedure. 2. Demonstrate client safety procedures for all hair coloring services. <i>Examples: patch test, strand test, completing the client record card and release form</i> |
| Properties of the Hair | <ul style="list-style-type: none"> 3. Analyze a client’s hair structure, including texture, density, and porosity, to recommend services and products for hair coloring. 4. Compare and contrast the effects of eumelanin and pheomelanin levels on hair color. 5. Identify natural color levels and explain how they influence the formulation of haircolor chemicals. <i>Examples: natural color level system, contributing pigment, base color</i> |

**Principles
of
Color Theory**

- 6. Categorize colors as primary, secondary, or tertiary to make recommendations for hair coloring services.
- 7. Research and report on the roles of tone and intensity in hair color.
- 8. Determine color choices for various scenarios, identifying and explaining factors that influence decisions.
Examples: plan and conduct experiments to demonstrate possible outcomes of various haircolors on non-pigmented (gray) hair; color harmony, skin tone, complexion, possible contraindications

**Categories
of
Haircolor**

- 9. Compare and contrast oxidative and non-oxidative haircolor.
Examples: temporary, semi, demi and permanent haircolor; metallic and progressive dyes, natural henna and vegetable dyes
- 10. Use knowledge of mathematics and chemistry to assess hair type and properties, to measure and mix developers, and to calculate time needed in order to produce desired end product.
Examples: percentage of strength, oxidation rates, dilution mixing ratios

**Hair Lightening
Concepts**

- 11. Explain and demonstrate how the role of developers differs between coloring and lightening.
- 12. Compare and contrast specific categories of lighteners, their characteristics, and their specific applications.
Examples: powder lighteners; on and off scalp lighteners; clay, oil, and cream lighteners

**Color
and Lightener
Applications**

- 13. Demonstrate techniques for applying various types of haircolor.
Examples: temporary, semi-permanent, demi-permanent, and permanent haircolor (virgin and retouch)
- 14. Demonstrate various types of lightening techniques.
Examples: virgin, retouch, double process
- 15. Demonstrate special effect color techniques.
Examples: foiling (weave/slice), freehand painting, balayage

**Color
Correction**

16. Demonstrate and explain the procedures for toners and color filler applications.
 - a. Explain the purpose and overall effects of toners and color fillers on the hair.
17. Determine effective color correction formulation techniques for various scenarios.
Examples: too dark or light, unwanted pigment, restoring blonde to natural hair color, refreshing faded colors
18. Select and recommend products that will help clients maintain color-treated hair.

Nail Technology I

| | |
|----------------------|------|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | |

Nail Technology I introduces fundamental aspects of the nail care industry. It is designed to equip students with the knowledge and skills to perform a variety of nail services, recognize nail disorders and diseases, identify and perform procedures for sanitation, and conduct themselves in a professional manner. Topics also address anatomy, physiology, and chemistry related to nail services.

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Each foundational standard completes the stem “*Students will...*”

| | |
|-------------------------------|--|
| Foundational Standards | <ol style="list-style-type: none"> 1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces. 2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork. 3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing. |
|-------------------------------|--|

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

NAIL TECHNOLOGY I CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Nail Technology History

1. Describe milestones in nail technology practices during the 20th and 21st centuries.
Examples: UV gels, acrylic dip powders, nail-stamping

Professionalism

2. Explain the importance of limiting service to a licensee’s scope of practice, including potential consequences for operating outside those limitations.

Infection Control

3. Clean and disinfect salon tools and equipment used in nail care.
 - a. Develop and use models to identify and compare types and classifications of bacteria encountered by nail care professionals.
 - b. Summarize state laws and regulations for infection control in nail care settings.
 - c. Compare and contrast sterilization, disinfection, and sanitation procedures in the nail care industry.

**General Anatomy
and Physiology**

4. Explain the importance of anatomy, physiology, and histology to the nail profession.
Examples: cutaneous and systemic diseases that can manifest on the nails
 - a. Distinguish among the types of tissues found in the body and explain how the tissues relate to skin care.

**Nail Structure
and Growth**

5. Describe the structure and composition of nails.
 - a. Explain how nails grow, including the roles of cells, cell structure, and cell reproduction.
 - b. Describe the factors that contribute to healthy nail growth.

**Skin Structure
and Growth**

6. Describe the structure, composition, and functions of the skin.
7. Research and report on the factors and health conditions that influence aging of the skin.
 - a. Make recommendations for alleviating the effects of factors that cause aging of the skin.
Examples: sun exposure, vitamin deficiency

**Nail Disorders
and Diseases**

8. Differentiate between nail disorders and diseases that can be treated by a nail technician and those that must be treated by a physician.

Chemistry

9. Explain the importance of understanding nail product chemistry.
 - a. Differentiate among gases, vapors, and fumes and explain how they may be generated in a nail care setting.
 - b. Describe harmful effects of nail care chemicals and their by-products and explain how to mitigate the health consequences of exposure for both professionals and clients.
Examples: gases, vapors, and fumes
 - c. Explain how solutions, suspensions, and emulsions differ and provide examples of each.
 - d. Discuss the importance of assessing pH in nail care products as a means of determining whether they are safe to use on clients.
Examples: nail primers, acetone, formaldehyde

Manicuring

10. Describe the implements needed for manicuring and give examples of their uses.
11. Explain and demonstrate manicure table setup, consultation, hand and arm massage, nail shaping, and how to perform a basic manicure using industry standards.
 - a. Explain why some implements can be reused while others must be discarded.
Examples: nail files, orangewood sticks, buffers, clippers
 - b. Categorize manicure implements as multi-use or single-use.

Pedicuring

12. Describe the equipment and materials needed for a pedicure and explain how to use them, including filing safely and performing massage, according to industry standards.

Electric Equipment

13. Compare and contrast the two types of electric current used for nail care equipment and describe how to use electrical equipment in the nail salon safely.
14. Identify the different types of electric files and bits and explain their uses.

**Nail Tips
and
Nail Forms**

15. Apply nail tips and forms, following industry standard procedures.
 - a. Describe the three types of nail tips available and explain when each should be used.
Examples: partial well, full well, no well
 - b. Identify equipment and supplies needed for nail tip application, indicating how each item is used.
 - c. Explain the importance of correctly fitting nail tips and applying nail forms.

Acrylics

16. Apply one-color monomer liquid and polymer powder nail enhancements over tips and on natural nails, following industry-standard procedures.
 - a. Explain the chemical reaction between monomer liquid and polymer powder when applied to the nail.
 - b. Locate the apex, stress area, and sidewall on nail enhancements to perform nail application correctly.
 - c. Describe how to perform a one-color maintenance service on nail enhancements using monomer liquid and polymer powder.

- d. Perform maintenance and repairs on artificial nails and explain how to determine when these procedures are needed.
- e. Remove artificial nails, using industry-standard procedures.

Odorless Acrylics

17. Apply acrylic nails using odorless monomer and polymer.
 - a. Explain the differences between odorless acrylics and regular acrylics.

Nail Technology II

| | |
|----------------------|-------------------|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | Nail Technology I |

Nail Technology II is designed to equip students with knowledge and skills needed to perform advanced nail techniques, building upon concepts and skills presented in Nail Technology I. The course focuses on selecting and applying techniques for nail sculpturing and nail art. It also introduces nail salon business skills.

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Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

NAIL TECHNOLOGY II CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Spa Procedures

1. Compare and contrast a basic manicure and a spa manicure.
2. Differentiate between a basic pedicure and a spa pedicure.
3. Explain how aromatherapy is used during spa procedures.
4. Explain the procedures and benefits of paraffin waxing in manicuring and pedicuring services.

Nail Techniques

5. Apply and remove gel polish following industry-standard procedures.
6. Apply and remove dip nails following industry-standard procedures.
7. Explain the functions of nail wraps and procedures for their maintenance, repair, and removal.

8. Apply and remove UV-cured gel enhancements, using industry-standard procedures.
9. Apply nail art on artificial nails, using a variety of techniques.
 - a. Summarize and discuss the foundations of nail art, including rules, basic techniques, and color theory.
 - b. Describe the use of various products utilized in nail art.
Examples: stencils, paints, thinners, assorted brushes, airbrushing, stamps, foil, crystals, gems, stones, stripping tape, feathers, decals, beads, dotters, gel, 3D nail art

Seeking Employment

10. Explain the requirements for an Alabama license in nail technology.
 - a. Research which states have nail technology license reciprocity with Alabama and how this process works.

Nail Salon Business Skills

11. Describe the personal characteristics necessary to succeed in a nail technology profession, explaining why each is important.
Examples: passion, creativity, knowledge of the latest trends
12. Research and summarize local, state, and federal regulations for operating a nail technology business.
 - a. Explain the procedure for obtaining a lease or purchasing a building for use as a nail salon.
 - b. Research and report on the types of insurance coverage needed by nail salons.
13. Gather and share information on types of nail salon ownership.
Examples: individual ownership, partnership, corporation
14. Design a layout for a nail salon, including manicure stations, reception area, retail space, waiting area, restroom, storage, laundry, pedicure stations, and furniture.
15. Research and report on marketing strategies for a nail salon.
 - a. Explain why upselling services and products is important to a nail salon's overall success.
16. Describe procedures for inventory control in a nail salon and explain its importance.

Natural Hairstyling

| | |
|----------------------|--------------------------|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | Cosmetology Fundamentals |

Natural Hairstyling presents the knowledge and skills needed to provide natural hairstyling services. The course content includes natural hairstyling history, safety and sanitation, human anatomy and physiology, basic chemistry of hairstyling products, natural haircare services, materials and tools, and natural hairstyling procedures.

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3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

NATURAL HAIRSTYLING CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Natural Hairstyling History

1. Gather and share information on the history of natural hair styling.

Safety and Sanitation

2. Analyze and interpret data to explain how disease and infection are caused and transmitted.
Examples: cross-contamination, reusing tools
 - a. Perform, evaluate, and communicate procedures for sanitation, disinfection, and sterilization.
3. Research and report on procedures to deal with blood exposure.
4. Obtain and develop a plan to implement local, state, and federal health and safety requirements in natural hairstyling.
Examples: regulations from city or county boards, state board of cosmetology, OSHA, EPA, FDA

**Human Anatomy
and
Physiology**

5. Explain the function, structure, and composition of the hair and scalp.
6. Analyze the growth cycle of hair, including factors that influence hair growth.
7. Summarize the signs and symptoms of conditions, disorders, and diseases of the hair and scalp.
8. Identify muscles and joints of the head and face and explain their functions.
9. Explain and give examples of the functions of body systems as they relate to head, hair, and scalp.
Examples: nervous system, circulatory system
10. Identify and explain the effects of nutrition on hair and scalp.

**Basic Chemistry
of Hair Styling
Products**

11. Compare and contrast the effects of various hair care products and ingredients.
Examples: shampoo, conditioner, rinse, coconut oil, sulfates, aloe vera, shea butter, honey, dimethicone, sodium laureth sulfate, olive oil, avocado oil, castor oil, ammonium lauryl sulfate
12. Summarize the positive and negative physical effects of chemical processing on hair.
Examples: increased body; dryness, loss of natural curl
13. Describe the effects of overprocessing on the hair and scalp.
Examples: shedding, chemical burns, abrasions of the scalp
14. Conduct pH testing to determine the acidity or alkalinity of solutions used in natural hair care, explaining how acids and bases affect the hair.
Examples: shampoo, conditioner, haircolor products

**Natural Hair Care
Services**

15. Conduct client consultation, analysis, and documentation for natural hair care services, including evaluating the condition of the hair and scalp, determining the client's history of hair care, and identifying conditions that would contraindicate service.
Examples: past use of chemicals, extreme heat

- 16. Perform a strand test and interpret the results to support recommendations for hair services.
- 17. Remove braids, twists, and locks without damaging the hair or scalp.
- 18. Demonstrate combing, brushing, and detangling natural hair, using industry standard procedures.
- 19. Shampoo, rinse, and condition natural hair, using industry standard techniques.

**Materials
and Tools**

- 20. Identify and explain the functions and purposes of equipment, implements, supplies, and materials used in hair services.
Examples: chairs, workstation, irons, blow dryers, steamers, curve needles, combs, brushes, shears, towels, drapes, neck strips, types of hair extensions
- 21. Describe and demonstrate how to use implements, equipment, and supplies to avoid injury to both hair stylist and client.

**Natural Hair Design
Procedures**

- 22. Design a hairstyle for a given client, applying principles of balance and design to enhance facial shape and physical structure.
- 23. Use a variety of methods to create natural hair styles, including hair cutting, wet styling, thermal styling, braiding, twisting, wrapping, and locking.
- 24. Integrate artificial and natural hair materials with natural hair.
Examples: braids, sew-in extensions

Salon Practices and Management

| | |
|----------------------|--|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | Cosmetology Fundamentals OR Barbering Fundamentals |

Salon Practices and Management focuses on the process of opening a business, maintaining the business, and preparing future employees who might be a part of that business. It is designed to equip students with entry-level management skills for the hair care industry, including planning and managing inventory; creating and maintaining budgets; recruiting, selecting, and retaining quality personnel; understanding tax laws for payroll and sales; and demonstrating professional ethics and communication skills. Topics include legal requirements, business plans, salon business practices, and entrepreneurship.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Cosmetology and Barbering program affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

SALON PRACTICES AND MANAGEMENT CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Legal Requirements and Considerations

1. Describe the careers identified by the Alabama Board of Cosmetology and Barbering and indicate the registrations and licenses required for each job.
Examples: publications from the Alabama Board of Cosmetology and Barbering
2. Explain license fees charged by the Alabama Board of Cosmetology and Barbering.
Examples: new, renew, late fees, shop
3. Explain the processes for licensure reciprocity with other states.
 - a. Identify states which have license reciprocity agreements with Alabama.
4. Summarize the local and state requirements for opening a salon, including professional licenses, business licenses, building codes, and Americans with Disabilities Act (ADA) compliance measures.
 - a. Research and report on business structures recognized by the Internal Revenue Service.
Examples: franchise, independent

Business Plan

5. Create a salon business plan based on one Internal Revenue Service (IRS) business structure.
 - a. Research and report on possible business locations, including information about lease and rental agreements, traffic patterns, demographics, new or existing construction, parking, visibility, and cost to remodel or build out.
 - b. Create and use a data display to present the advantages and disadvantages of various real estate locations.
Examples: spreadsheet, vision board, graph, chart, infographic, slide show
 - c. Investigate community resources for obtaining financial assistance and information to strengthen the business plan, including marketing statistics, demographics, and crime statistics.
Examples: Chamber of Commerce, local financial institutions, economic development agencies
 - d. Create a projected operating budget for a salon, including utilities, real estate costs, insurance, taxes, training and paying employees, and an anticipated timeline for returning a profit.

Salon Business Practices

6. Research and report on solid financial practices for salon businesses, including a contingency plan for emergencies.
Examples: accounting, reserve funds.
 - a. Develop a plan for maintaining financial records according to industry standards.
7. Research and design a comprehensive employee handbook, including payroll scales and schedules, employee expectations, policies, and procedures.
 - a. Identify and summarize the psychology and principles for selling retail products and upselling services.
 - b. Establish a plan for building and maintaining a client base and rebooking clients.
Examples: “elevator” speech, promotional flyer
 - c. Develop a plan for communicating in ways that foster successful relationships with clients.
Examples: showing pleasant demeanor, using proper language and tone in written and oral communications
8. Compare forms of salon promotion and advertising, and select the most effective methods for given scenarios.
Examples: social media, print, billboards, digital advertising, word of mouth
9. Explain the importance of keeping up with current trends and technology in the salon industry.
Examples: advances in technical skills, advances in software and marketing

Entrepreneurship

10. Research and present the characteristics of an entrepreneur, indicating which traits are especially beneficial to a salon owner.
11. Describe the opportunities, risks, and drawbacks of entrepreneurship in the cosmetology and barbering field.
12. Research and present information on patents, trademarks, and copyrights.
13. Summarize standard operating procedures and possible supplemental services for a salon, and determine whether the owner can handle the workload alone or will need to employ additional service providers.
14. Identify types of business opportunities and explain their benefits and disadvantages.
Examples: start a new business, buy a franchise business, buy an existing business

Spa Techniques I

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|----------------------|------|
| Course Credit | 1.0 |
| Grade Levels | 9-12 |
| Prerequisites | |

Spa Techniques I focuses on anatomy and physiology as they relate to the cosmetology industry, basic facials, and facial makeup. This course is designed to provide an understanding of cosmetic color theory and knowledge of cells, tissues, and essential body systems, including the structure, growth, and nutrition of skin. Standards require students to follow product application procedures for basic facials and basic makeup, conduct client consultations, and demonstrate facial massage movements. Sanitary precautions and safety are emphasized in the performance of these services.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Cosmetology and Barbering program affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.

4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

SPA TECHNIQUES I CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Anatomy and Physiology

1. Explain how knowledge of anatomy and physiology is used when performing services in the cosmetology industry.
2. Obtain, evaluate, and communicate information regarding cell structure and composition and the phases of cell reproduction.
3. Describe the types of tissues found in the body, identify their locations, and explain their functions.
4. Illustrate the roles of the 11 essential body systems and explain their functions.

Skin Structure, Growth, and Nutrition

5. Illustrate the structure and composition of the skin.
6. Describe the functions of the nutrients essential for good health.
 - a. Identify vitamins that promote skin health and summarize the effects of vitamin deficiency on skin.
7. Outline the recommended food groups and dietary guidelines that serve to promote healthy skin.

Basic Facials

8. Perform a client consultation and skin analysis in preparation for a facial.
 - a. Utilize health screening forms to assess contraindications and select techniques appropriate for the client prior to performing a basic facial.
 - b. Explain the importance of performing skin analysis and consultation prior to conducting a basic facial.
9. Compare and contrast various skin types and conditions.
Examples: oily, dry; rosacea, acne
10. Describe the products used to perform facials, indicating the specific functions of each one.
11. Perform a basic facial, including procedures to cleanse, exfoliate, masque, massage, tone, and moisturize.
12. Perform a basic facial massage including effleurage, friction, petrissage, and tapotement movements, and explain the physiological effects of each type of movement.

Facial Makeup

13. Describe the types of cosmetics and explain how they are utilized.
14. Explain cosmetic color theory, including how it serves as the foundation for color perception and how colors mix or contrast with each other.
 - a. Create a color wheel and identify primary, secondary, tertiary, and complementary colors.
15. Explain and demonstrate the use of highlighting and contouring to minimize or emphasize features.
16. Perform a basic makeup application, including all steps for foundation, cheeks, eyes, and lips.

Spa Techniques II

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|----------------------|------------------|
| Course Credit | 1.0 |
| Grade Levels | 10-12 |
| Prerequisites | Spa Techniques I |

Spa Techniques II provides students with study and experience in the components of healthy skin, advanced skin care, advanced cosmetics, and hair removal. This course is designed to equip students with skills for selecting and applying products for advanced facials and makeup applications, performing hair removal, and applying artificial lashes. Safety and sanitary precautions are emphasized in the performance of these services.

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Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.

3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

SPA TECHNIQUES II CONTENT STANDARDS

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Advanced Facials

1. Identify and describe the basic types of electrical equipment used in facial treatments.
2. Explore and describe the basic concepts of electrotherapy and light therapy techniques.
3. Describe advanced facials and explain why specific products and techniques are used to treat specialty skin types.
Examples: oily, dry, acne-prone, mature/aging
4. Explain the use of aromatherapy in a facial.
5. Perform advanced facials for various skin types including dry, oily, acne-prone, mature/aging, and problem skin.

Hair Removal

6. Perform a client consultation prior to hair removal services.
 - a. Utilize health screening forms to discover contraindications for hair removal services.
 - b. Explain the importance of completing skin analysis and consultation prior to performing hair removal services.
7. Name and describe the conditions that contraindicate hair removal in the salon.
8. Describe the three methods of permanent hair removal.
9. Explain and perform temporary hair removal services, including soft and hard waxing.

Advanced Makeup Application

10. Explain and perform special-occasion makeup techniques, relating them to basic cosmetic applications.
Examples: wedding, pageant, theatrical
11. Identify clients' facial shapes and explain how to enhance oval, round, square, diamond, heart, pear, and oblong faces.
12. Perform various corrective makeup procedures, including color blending, shading, highlighting, and contouring, to create balance and proportion.
13. Compare cost, application, and removal techniques for band and tab lashes.
 - a. Apply and remove band and tab lashes.

State Board Practicum

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|----------------------|--|
| Course Credit | 1.0 |
| Grade Levels | 11-12 |
| Prerequisites | Cosmetology Fundamentals OR Barbering Fundamentals Chemical Services Hair Coloring Salon Practices and Management |

State Board Practicum is a culminating course that provides students with a comprehensive study of State Board procedures and practical applications in cosmetology and barbering. The course content includes candidate information bulletin, salon and spa infection control, hair design techniques, haircutting, chemical services, hair coloring, nail care, and skincare services. This course is designed to prepare students to demonstrate practical skills necessary for meeting state licensure requirements and for successful employment. One of the fundamentals courses must be taken first, but remaining prerequisites may be taken in any order.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Cosmetology and Barbering program affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts; explore career opportunities and requirements; practice the skills needed to succeed in the workplace; take advantage of leadership, teamwork, and personal growth opportunities afforded by Career and Technical Student Organizations; and learn and practice essential digital skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.
6. Demonstrate knowledge of current trends in the industry.
7. Explain and practice the concepts related to personal hygiene, physical poise, professional dress, and workplace ethics related to professions within the industry.

**STATE BOARD PRACTICUM
CONTENT STANDARDS**

Please refer to “Directions for Interpreting Standards” on page 10

Each content standard completes the stem “*Students will...*”

Candidate Information Bulletin

1. Research and download a current copy of the Statutes and Regulations from the Alabama Board of Cosmetology and Barbering website.

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|---|--|
| <p>Salon and Spa Infection Control</p> | <ol style="list-style-type: none"> 2. Follow the safety rules, regulations, and procedures necessary for preparation and attainment of licensure by the Alabama Board of Cosmetology and Barbering. 3. Set up a station with EPA-registered disinfectant and visibly clean supplies labeled in English, following Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines. <ol style="list-style-type: none"> a. Perform client preparation and safety procedures, including draping, following the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines. b. Label bags and containers for sanitary disposal or cleansing, following guidelines in the Alabama Board of Cosmetology and Barbering testing and candidate bulletin. <i>Examples: items to be disinfected, soiled linens, trash</i> |
| <p>Hair Design Techniques</p> | <ol style="list-style-type: none"> 4. Design and create hairstyles using various techniques, following the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines. <ol style="list-style-type: none"> a. Demonstrate blow dry styles and wet sets, following guidelines in the Alabama Board of Cosmetology and Barbering testing and candidate bulletin. b. Create thermal curls as instructed by the Alabama Board of Cosmetology and Barbering testing and candidate bulletin. |
| <p>Haircutting</p> | <ol style="list-style-type: none"> 5. Demonstrate various haircutting elevations utilizing appropriate tools and implements, following the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines. <i>Examples: shears, razors, clippers, trimmers, texturizing shears</i> |
| <p>Chemical Services</p> | <ol style="list-style-type: none"> 6. Demonstrate and explain procedures for permanent waving, according to the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines. 7. Demonstrate procedures for chemical relaxing, following the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines. <i>Examples: virgin, retouch</i> |

**Hair
Coloring**

- 8. Demonstrate procedures for partial foiling in the top area of the head, following guidelines in the Alabama Board of Cosmetology and Barbering testing and candidate bulletin.
- 9. Demonstrate a proper color retouch application, following guidelines in the Alabama Board of Cosmetology and Barbering testing and candidate bulletin.
- 10. Demonstrate strand testing, following guidelines in the Alabama Board of Cosmetology and Barbering testing and candidate bulletin.
- 11. Perform a patch test, following the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines.

Nail Care

- 12. Set up and perform a basic manicure, following the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines.

Skin Care Services

- 13. Set up and perform a basic facial, following the Alabama Board of Cosmetology and Barbering testing and candidate bulletin guidelines.

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