



2013 - 2014

Master Plan of Instruction
Cosmetology
Facial Specialty
Nail Specialty

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MISSION: Lake Technical Center's mission is to meet the educational needs of the community by offering a variety of high quality career-technical training opportunities.

No person shall, on the basis of race, color, creed, religion, sex, age, handicap, marital status, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity under the direction of Lake Technical Center Board of Directors. Lake Technical Center is an Equal Opportunity Institution.

charting new directions

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LAKE TECHNICAL CENTER

Cosmetology

INTRODUCTION

Trained and licensed professional cosmetologists in all phases of cosmetology are in demand in each community and area of our country. The Cosmetology programs provide the student with the opportunity to learn the skills and techniques of cosmetology along with laboratory practices, information, related technology, and correct terminology necessary to become gainfully employed in the fields of hair, facials, and nails.

Instruction is geared to:

1. Teach the competency standards for cosmetology, facials, and nails, as applicable.
2. Teach the student to develop good habits of safety, cleanliness, orderliness, accuracy, and precision in all work.
3. Teach the care, use, and maintenance of all tools and equipment.
4. Teach the importance of communication skills.
5. Develop within students an appreciation for natural beauty and creativeness.
6. Emphasize pride in work.
7. Prepare the student for the State Board of Cosmetology examination in cosmetology to obtain proper licensure.

The purpose of these programs is to prepare a person for employment opportunities as hairdressers, cosmetologists, registered nail or facial specialists, or to provide supplemental training for persons previously or currently employed in these occupations. Instruction is designed to qualify students for employment upon successfully passing the Florida cosmetology license examination or obtaining a registration from the State Board of Cosmetology.

The following is an overview of the Cosmetology Program as taught at LTC.

Cosmetology learning is divided into practical (work on mannequins, other students, patrons) and theory (academics). Initially, the students begin the Groom and Salon Services core.

Once CORE is completed, the students begin learning the required practical skills on school mannequins, their own mannequins, and by exchanging services with each other. They learn from "demos" performed by an instructor, from reading, and from films. At the beginning of learning any new "hands-on" skill, the student requires the instructor to be close at hand for guidance and correction as to techniques, procedure, and safety.

The following list shows practical skills taught in the Cosmetology Program.

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| 1. How to drape a patron for a shampoo | 21. How to hold scissors and comb at the same time |
| 2. How to give proper shampoo manipulations | 22. How to hold a razor and comb at the same time |
| 3. How to apply a color rinse to hair (safety) | 23. How to give a razor cut |
| 4. How to use a curling iron (safety) | 24. How to give a fitted hair cut |
| 5. How to give an eyebrow arch (safety) | 25. How to tease hair |
| 6. How to adjust hot and cold water on the shampoo hose (safety) | 26. How to smooth teased hair into a style |
| 7. How to use and adjust the hydraulic chair | 27. How to back-brush hair |
| 8. How to give a manicure (safety) | 28. How to fill out an inventory sheet in the dispensary |
| 9. How to make up chemical sanitizing solutions in the dispensary (safety) | 29. How to give an eyebrow arch |
| 10. How to work as dispensary clerk (safety) | 30. How to give a permanent wave |
| 11. How to make up styling lotions (the proper ratio) | 31. How to apply tint |
| 12. How to make a forward pincurl | 32. How to apply lash and brow tint (safety) |
| 13. How to make a reverse pincurl | 33. How to apply scalp treatment (safety) |
| 14. How to place rollers for a smooth top style | 34. How to give an electrode treatment (safety) |
| 15. How to place rollers for a side bang style | 35. How to equip a station |
| 16. How to place rollers for a flip style | 36. How to properly sanitize combs and brushes |
| 17. How to place rollers for a center part style | 37. How to give a facial (safety) |
| 18. How to combine rollers and pincurls for a hairstyle | 38. How to apply daytime makeup |
| 19. How to section hair for a basic haircut | 39. How to give a hair conditioning treatment |
| 20. How to section hair for a long haircut | 40. How to apply hair extensions |
| | 41. How to use electric clippers (safety) |
| | 42. How to use battery operated clippers (safety) |

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| 43. How to apply tint for a retouch (safety) | 53. How to prepare a rinse for removing excess hair spray from hair |
| 44. How to apply tint on virgin hair (safety) | 54. How to advise a patron of an attractive hairstyle |
| 45. How to apply virgin bleach (safety) | 55. How to cut a man/woman or child's hair |
| 46. How to apply bleach retouch (safety) | 56. How to trim a man's eyebrows, mustache, and beard (safety) |
| 47. How to give a patch test | 57. How to answer the telephone for cosmetology appointments |
| 48. How to give a strand test | 58. How to properly record patron appointments |
| 49. How to give a porosity test | |
| 50. How to examine the scalp for disease | |
| 51. How to give a hand and an arm massage | |
| 52. How to care for human hair mannequins or wigs | |

NOTE: Virtually each of the above mentioned skills require continued practice and repetition throughout the year in order to arrive at the proper degree of artistry, speed, accuracy, and judgment necessary to become a professional cosmetologist.

In conjunction with the practical skills just listed, students are tested on their knowledge of the following theory:

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| 15 integrated parts of the Cosmetology Program | Lowlighting |
| Aids 101 | Manicuring/artificial nail extensions |
| Bacteriology | Nail and disorders of the nail |
| Basic principles of cosmetic chemistry | Nature of color and light |
| Cells | Nature of hair protein |
| Chemical and physical properties of hair | Neutral and acid permanent wave lotions |
| Chemical hair relaxing | Oxidation tints |
| Chemistry of hair lightening | Pedicuring |
| Classification of hair colors | Permanent waving |
| Composition of the skin | Personality development |
| Contour makeup | Piggy back perming |
| Corrective facials | Porcelain/Acrylic nails |
| Effects of hair service operations | Professional ethics |
| European skin machine facial | Record keeping |
| Evening makeup | Safety practices in electricity |
| Face framing | Salon management |
| Facial makeup | Scalp and hair care |
| Facials | Scalp massage |
| Finger waving | Science of living things |
| Florida law | Shampooing and rinsing |
| French braiding | Skin and disorders of the skin |
| Frosting retouch | Spiral perming |
| Hair and disorders of scalp and hair | Sterilization and sanitation |
| Hair color corrections | Stripping metallic dyes |
| Hair color removal | Thermal hair straightening |
| Hair extensions | Thermal waving |
| Hair frosting | "Thio" waves |
| Hair lightening | Timing the alkaline wave process |
| Hair relaxing | Use of the accelerator machine |
| Hair removal | Variations of hair and skin |
| Hair streaking | Visual poise |
| Hair styling | Wax arching |
| Hair tinting | Wigs |
| Hygiene and good grooming | |

Throughout the year, the instructors arrange for a wide variety of technicians and speakers to come to the class for lectures and demonstrations. Included have been representatives of several hair color and perm companies, the president of the Orlando Affiliate of the Florida Cosmetology Association, former graduates of the Cosmetology Program at Lake Tech Center, and a member of the State Board of Cosmetology.

The Board of Cosmetology has increased emphasis on chemistry and safety as they relate to cosmetology.

See the attached Florida State Department of Education frameworks for more information on program objectives and desired competencies.

ADMISSION REQUIREMENTS

Applicants must be at least 16 years of age and should be academically, physically, and emotionally capable of meeting the demands of the chosen program. Applicants make initial application through the Admissions Office. A minimum skills evaluation is part of the admission process.

The Florida Legislature requires that prospective students be evaluated to determine levels of reading, math, and language skills. This evaluation helps staff and students in determining the career fields in which each student can be successful. The Cosmetology Program has the following minimum admission requirements:

1. Complete an LTC online application.
2. Take the TABE. Minimum scores to receive a certificate are Reading 9.0; Math 8.0; Language 8.0.
3. Meet with a counselor/career advisor.
4. Confer with the program instructor prior to actual enrollment.

TEST OF ADULT BASIC EDUCATION (TABE)

All applicants for Career and Technical Education programs that are 450 hours or longer, with the exception of Law Enforcement Officer and Correctional Officer applicants, take a state mandated Test of Adult Basic Education (TABE) prior to enrollment (documented A.A., A.S., A.A.S., B.A., and B.S. degreed persons are exempt from this requirement. Documented successful completion of college-level remedial coursework may be used to meet TABE requirement).

According to Florida Department of Education rules, students who fail all or parts of the TABE may only retest using a different TABE version after 60 documented hours of remediation in the Applied Academics for Adult Education (AAAE) lab or three months if not attending AAAE. Students may not retake the same test version for six months. We, therefore, strongly recommend that students test early, especially for licensure programs, in order to allow time for remediation and retesting should the need arise.

Students who do not meet the minimum TABE scores set by the Florida Department of Education for their program must begin attending remediation classes in the AAAE lab prior to or at the time of enrollment in a Career and Technical Education class for at least one block a day and make acceptable progress as determined by the AAAE instructor. Students should meet state mandated TABE requirements by the time they have completed 50% of their program. Students who do not meet state mandated TABE scores may not receive a certificate of completion as per Florida Department of Education rules.

Applicants transferring TABE, PERT or CPT scores from other testing centers must do so by having an official score report sent directly to the Admissions Office prior to enrollment. Scores brought in by hand will not be accepted.

TABE scores are good for two years and must be valid at the time of enrollment. TABE scores that expire during continuous enrollment remain valid until the end of such enrollment. Under continuous enrollment, students must be enrolled at least 50% of one semester per school year and may miss no more than one consecutive semester. Continuous enrollment applies to attendance in a single program.

ESSENTIAL TRAINING TASKS

Cosmetology occupations are demanding, both physically and emotionally. Before entering a program in this field, it is important to review the following tasks which have been established. Their performance is essential for success in the program.

Physical and Emotional Requirements

Ability to distinguish colors
Ability to perform visual tasks without special aids (excluding glasses/contacts)
Ability to reach above shoulder level
Ability to grip
Ability to demonstrate high degree of manual and physical dexterity
Ability to communicate with others
Ability to stand for long periods of time
Ability to work with chemicals and detergents

Ability to tolerate exposure to dust and/or odors
Ability to lift 25 pounds
Ability to perform repetitive tasks
Ability to cope with moderate noise levels
Ability to cope with the anger/fear/hostility of others in a calm manner
Ability to handle multiple priorities
Ability to work in areas that are close and crowded
Ability to work well with others
Ability to concentrate
Ability to demonstrate high degree mental and emotional flexibility

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs to ensure equal access. Post secondary students with disabilities must self identify, present documentation, requires accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments, and assessments, time demands, and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations request and provided should be maintained in a confidential file.

TUITION

Tuition is charged for adult students at a reasonable rate that may vary slightly from year to year and is due prior to the first day of each semester. Current fee information is available from the Admissions Office. Tuition is waived for eligible high school dual-enrolled students. Failure to pay all fees due at the time class begins will result in the student not being able to attend class and/or clinicals.

CLASS SCHEDULE

8:15 a.m. to 3:15 p.m. Monday through Friday – Cosmetology A.M.

4:00 p.m. to 9:00 p.m. Monday through Thursday – Cosmetology, Nails Specialty and Facials Specialty programs

ATTENDANCE POLICY

In an effort to develop appropriate work ethics, Lake Tech students are expected to attend all class sessions. As is expected in the workplace, when it is necessary to be absent due to illness or emergency situations, all students are to notify the instructor on or before the date of absence. The student attendance policy for each postsecondary program is consistent with industry standards.

Campus attendance is kept via a computerized system. It is the responsibility of the student to **log in and out** in order to receive credit for class time. This allows the school to keep accurate attendance records for the actual number of hours and minutes attended.

Absences

A student who is absent for six (6) consecutive class sessions will be withdrawn from enrollment in his/her program. A student withdrawn for absenteeism must petition administration to return. Students exhibiting a pattern of consecutive absences less than six days will be subject to dismissal as determined by a School Intervention Team.

Students in non-licensure programs must have achieved a minimum of 80% attendance at the end of each quarter. Students not having met this requirement will sign an acknowledgement that they have been notified that continued absences will pose a threat to grades and program enrollment. School Intervention Team meetings will be held as necessary to attempt to alleviate issues resulting in excessive absences and to counsel the student of possible alternatives and consequences. Students who miss more than 20% of their program will not be allowed to re-enroll the next semester and must wait until the following enrollment period to re-register. Only regularly scheduled class hours will be reported for attendance.

Licensure program attendance policies are more rigid due to licensure requirements. See the individual program Master Plan of Instruction for specifics.

Tardiness

Students are expected to be in their seats promptly in the morning, after break, and after lunch. Students must notify the instructor before the start of class of any anticipated tardiness.

Leaving Campus During School Hours

Adult students should notify their instructor when leaving campus early. This is for the safety of students and to allow the instructor to best utilize instructional resources..

MATERIALS

Full Cosmetology Supplies

1. Black or white shoes (no open-toe or heels)
2. Cosmetology kit
3. Weft kit (purchased from school bookstore)
4. Uniform—Black uniform pants and black uniform smock tops (available at Lake Uniforms, 10601 US Hwy 441, Leesburg, FL 34788, 352-787-7367). You may select from the following styles:
 - a. Unisex V-neck top, style 4876, color BLKW
 - b. Mock wrap top, style 2500, color BLKB
 - c. V-neck tunic, style 2874, color BLKB
 - d. Unisex drawstring pants, style 4100, color BLKW
 - e. Unisex drawstring cargo pants Style # 4020, color BLKW
 - f. Unisex drawstring pants Style # 4101, color BLKW
 - g. Unisex drawstring pants Style # 4100, color BLKW

P.M. Class Facial and/or Nail Specialist Supplies

1. Black or white shoes (no open-toe or heels)
2. Nail kit
3. Uniform—Black uniform pants and black uniform smock tops (available at Lake Uniforms, 10601 US Hwy 441, Leesburg, FL 34788, 352-787-7367). You may select from the following styles:
 - h. Unisex V-neck top, style 4876, color BLKW
 - i. Mock wrap top, style 2500, color BLKB
 - j. V-neck tunic, style 2874, color BLKB
 - k. Unisex drawstring pants, style 4100, color BLKW
 - l. Unisex drawstring cargo pants Style # 4020, color BLKW
 - m. Unisex drawstring pants Style # 4101 , color BLKW
 - n. Unisex drawstring pants Style # 4100 , color BLKW

PLAN OF INSTRUCTIONAL PRACTICES

Cosmetology is a 1200-hour state-licensed program. Through school laboratory experiences, the program is designed to develop techniques, skills, and knowledge to qualify the student as a licensed cosmetologist after successfully passing the State Board Cosmetology examination.

The technical instruction and information are related in theory and class demonstrations. Emphasis is placed on each student's mastery of the manipulative skills and proper care of equipment and use of supplies to perform all beauty services.

Listed below are the teaching methods and general classification of activities.

<u>Teaching Method</u>	<u>General Activities</u>
1. Demonstration	Manipulative operations
2. Directed study	Related salon information; salon theory
3. Class discussions	Related information; hair show reports; social adjustments; safety
4. Salon talk	Motivation; related information; safety
5. Explanation	Presentation of salon; theory of information
6. Individual instruction	Manipulative operations; related problems; individual related assignments
7. Hair show	Related information
8. Audio/visual films	Manipulative operations and explanation of procedures
9. Individual reports	Hair style show and research; related information
10. Oral questioning	Recall information; related and salon

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| 11. Experiments | Related information |
| 12. Patron service | Motivation; safety practices; manipulative operations; sociability |
| 13. Post and preplanning | Related information tests |

Every attempt will be made to use as many visual aids as are available to present a more comprehensive view of the cosmetologist, such as the following:

1. Textbooks
2. Software
3. Computer-aided instruction
4. Audio-visuals
5. Manufacturers' charts, posters, prints
6. Mannequins
7. Professional journals and periodicals

Organization of Student Duties

A student personnel organization chart is in effect at all times. If not posted it is given verbally by the instructor. The students rotate and will have the duties several times during the year. All students are responsible for cleaning labs, facial room, theory room, shampoo back bar, sinks, all work area and stations.

Duty Assignments

EACH STUDENT IS RESPONSIBLE FOR KEEPING THE USED STATION CLEAN AND NEAT. THIS INCLUDES MIRROR, TOP SURFACE, DRAWER, CABINET, CHAIR AND CHAIRBASE, FLOOR IN THAT AREA, AND WASTEBASKET.

Part of any job is the cleanup. Example: When you use the facial room to give a facial, you will leave it as you found it - CLEAN. This policy applies to students giving manicures or using the shampoo station area, both in the labs and the classroom.

Work Based Activities

Work-based learning activities play an integral part of the curriculum of Lake Technical Center's (LTC) career-technical training programs. These activities are planned with two objectives in mind. First, the activity provides students with the opportunity to develop and apply a "real world" experience using the knowledge and skills attained in the program. Second, the activity provides the instructor with objective input from potential employers or customers of program graduates. Each work-based activity has a written instructional plan outlining objectives, experiences, competencies and evaluation required during the activity.

Work-based activities are program specific and may include:

- Unpaid in-school shop/lab activities to provide customer service opportunities under the direct supervision of the program instructor(s).
- Unpaid job shadowing experiences that may include in-school or off-campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program instructor(s).

GRADING PROCEDURE

The grading policy for this program is as follows:

90-100	Excellent
85- 89	Passing
< 85	Failing

Lake Technical Center is a postsecondary institution designed to provide trained individuals to industry. The grading scale for this program reflects industry standards. The approved postsecondary program grading requirements must be met if the student is to receive a certificate.

Retesting

Throughout the Cosmetology program, you will be enrolled in four courses. The amount of times you may retest varies based on the course.

- a. Course CSP0009 – 225 hours:

Grooming and Salon Services and Facials and Nails contain 15 theory tests. Retesting is allowed three times.

- b. Course COS0002 – 300 hours:
Cosmetologists & Hairdresser, 1 of 3 contains 4 theory tests. Retesting is allowed one time.
- c. Course COS003 – 300 hours:
Cosmetologist & Hairdresser, 2 of 3 contains 5 theory tests. Retesting is allowed one time.
- d. Course COS0009 – 375 hours:
Cosmetologist & Hairdresser, 3 of 3 contains 6 theory tests. Retesting is allowed two times.

Students will receive a Progress Report at the end of each grading period. For specific dates of the grading periods, see the student calendar.

The marking period grade has three parts: theory, skills, and work habits. The numerical grade is the average of these three categories.

A minimum grade of 85% is required for successful completion of the program.

Work Habits

Effective work habits are the cornerstone to successful employment. Students are expected to demonstrate productive work habits during all phases of enrollment. Instructors will work with students who need assistance in this area to improve the overall possibility for successful employment.

Attendance: Attends class, arrives/leaves on time; be prepared for class by reading assignments and completing homework, contribute to class discussion and involvement in lab activities (in other words, no sleeping or daydreaming), begin and end work as expected, use work time appropriately.

Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility; displays a high level of effort and commitment to performing and completing work.

Teamwork: Respects the rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior; encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit.

Appearance: Displays appropriate dress, grooming, hygiene, and etiquette; wears clothing suitable to the job, task and environment; wears full regulation uniform, if required by program.

Attitude: Displays a willingness to cooperate and accept constructive criticism; sets realistic expectations; approaches assignments with interest.

Productivity: Follows safety practices; conserves and maintains equipment and supplies; keeps work area neat and clean; follows directions and procedures; makes up assignments and tests punctually; notifies proper authorities of situations presenting potential safety hazards; does not use or knowingly permits others to use tools and equipment improperly; stays on task and utilizes time constructively.

Organization: Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in adapting to changes.

Communication: Communicates accurate information to others in a professional and courteous manner; displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills; asks pertinent questions; listens attentively to others, notifies instructor in advance of absences or tardies.

STUDENT DRESS CODE

Remember, students at this center are preparing for employment in position where public relations may be a major factor in one's success. Individual desires cannot always take precedence.

Cosmetology's dress code is: Black uniform pants and black uniform top, ID badge and black or white shoes. No flip-flop styles, high heels (over 1"), open-toe or open-heel shoes.

Dress code is to be followed at all times and clothing is to be clean – no exceptions or excuses. If a student is out of code he/she **will not be allowed in class!** Students may enter class after changing to meet the program dress code.

STUDENTS MAY **NOT** WEAR THE FOLLOWING:

- Sweater other than white or black
- Hooded sweater
- Hat, cap, scarf, or wrap
- Pants or skirt above the knee
- Heavy jacket in any of the labs
- Flip-flops, Open-toed, or open-heeled shoes

Visible body piercings are acceptable in the cosmetology program. All piercings must be neither distracting nor offensive, and must not present a safety hazard for the student or patron. Visible body piercings are acceptable in the cosmetology industry, but it is important to remember that they may not be acceptable in all salons and spas. The instructor has the final authority for determining whether or not the types of piercings and amounts are appropriate and professional

A dress code check will be made and a grade given daily on work habits.

In order to keep our appearance professional, the instructors reserve the right to approve or disapprove uniform or shoe choice.

GENERAL SCHOOL INFORMATION

Campus Safety

Basic safety standards, which will include fire drills, weather drills, lockdowns, equipment usage, and traffic regulations, will be covered in the program orientation and within the program as applicable. These basic safety standards will be reinforced throughout the program enrollment. Students should immediately report any safety concerns to an instructor or administrator. Please refer to the school catalog for more campus safety information.

Competency-based Instruction

Any student who enters a LTC program with previous experience or educational background that would enable the student to successfully complete a test of competence in any area may, with the permission of the instructor, complete a test to measure that competence.

Food and Drink in Program Areas

Food and drinks, with the exception of water in a lidded container, are not allowed in classroom and laboratory areas with the exception of class-sponsored lunches that are approved by administration. Water is permitted provided it is in a closed, covered container that will not spill if the container is tipped. This is to protect the equipment and furnishings in the classroom and laboratory areas.

Leaving Campus During School Hours

All students who leave campus due to sickness or personal reasons during the scheduled class time are required to inform their program instructor.

Lunch

Food services are provided on the main campus during the day by the Culinary Institute and are available during morning breaks and lunch. Adult students may leave the LTC campus during the scheduled 30-minute lunch break as long as they return to the program on time. High school students may not leave the LTC campus during the lunch break.

Parking Regulations

Students may park only in the south parking lot in spaces not designated as staff or customer service parking. For safety, loitering in or around vehicles once the vehicle is parked is not allowed and a 10 mph speed limit is enforced. In consideration of the neighbors and classes in session, loud music in vehicles on campus is prohibited.

Smoking

As of July 1, 2013 Lake Tech is a tobacco free institution. The use of tobacco products of any kind is not permitted at any Lake Tech location.

FINANCIAL AID

Policies and guidelines for the administration of all financial aid are established according to federal and state law by a financial aid committee and published in the Financial Aid Policies and Procedures Manual. Applicants complete an information form, free Application for Federal Student Aid, and furnish documentation needed to verify eligibility. More information on the application process may be obtained in the Financial Aid Office.

The Financial Aid Office will assist students, where possible, with access to financial support offered by federal agencies (U.S. Department of Education–Pell Grants, Department of Veterans' Affairs), other state and local agencies and local organizations (scholarships). Financial Aid personnel are available daily to assist students with financial aid needs and requests. The Financial Aid Coordinator is also the liaison for all local agencies.

JOB DESCRIPTION

Cosmetologist

The cosmetologist will learn the skills and techniques of business management and ethics; professional development; hair styling; hair coloring; science of the skin, hair, and nails; permanent waving techniques; manicuring and pedicuring; esthetics; makeup; communication skills; leadership; human relations; employability skills; and Florida Cosmetology Laws and Rules.

Cosmetology is all of this and more. It is working at a profession you love, learning constantly to become more creative and more highly skilled. It is learning to communicate with people. It is learning patience with people, on the phone, in the salon, with patrons, with co-workers and with managers and bosses. It is the satisfaction of earning a good check at the end of the week for work professionally done – and that is a very good feeling.

Nail Specialist

The manicure/pedicure specialist will perform manicuring, pedicuring, and nail extension services. Diseases and disorders of the nails or skin must be recognized and the patron referred to a physician, if necessary.

The specialist will shape nails to the correct finger shape or client's preference and will perform artificial nail services such as caps, wraps, or sculpturing. He/she will also perform artificial nail fill-ins.

The specialist will have knowledge of cosmetology law, will obey said law, and will practice sanitation and safety rules to prevent accidents.

Facial Specialist

The facial specialist performs skin care and hair removal. He/she cleanses and manipulates the muscles of the face with oils, creams, lotions, antiseptics, packs, and masks.

He/she will describe chemicals and implements and will perform techniques used in hair removal (excluding electrolysis) as well as obey cosmetology law, practice sanitation, and abide by safety rules to prevent accidents.

Full Specialist

The full specialist is a combination of the nail specialist and the facial specialist. Students taking both classes within one year of the initial start date may receive credit for core classes upon program completion.

TEXTBOOKS

For the most recent book list for Cosmetology, Facials Specialty, and Nails Specialty Programs, visit Lake Technical Center's online [Bookstore and Marketplace](#).

PROGRAM OBJECTIVES

See the attached Florida State Department of Education Curriculum Framework for program objectives and desired competencies.

2013 - 2014
Florida Department of Education
Curriculum Framework

Program Title: Cosmetology
Program Type: Career Preparatory
Career Cluster: Human Services

	Secondary	PSAV
Program Number	8905100	D500100
CIP Number	0612040102	0612040102
Grade Level	9-12, 30, 31	30, 31
Standard Length	8 credits	1200 hours
Teacher Certification	COSMETOL @7 7 G PERS SERV @7 G	COSMETOL @7 7G PERS SERV @7 G
CTSO	SkillsUSA	SkillsUSA
SOC Codes (all applicable)	39-5012 Hairdressers, Hairstylists, and Cosmetologists	39-5012 Hairdressers, Hairstylists, and Cosmetologists
Facility Code	245 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level	N/A	Mathematics: 8 Language: 8 Reading: 9

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012). Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of a core and one program with one occupational completion point. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

When offered at the post secondary level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44 (3)(b), F.S.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CSP0009	Grooming and Salon Services Core, Facials and Nails	225 hours	39-5012
	COS0002	Cosmetologist and Hairdresser 1	300 hours	
	COS0003	Cosmetologist and Hairdresser 2	300 hours	
	COS0009	Cosmetologist and Hairdresser 3	375 hours	

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8757210	Grooming and Salon Services Core 1	.5 credit	39-5012	2
	8905120	Cosmetology Nails 2	.5 credit		2
	8905130	Cosmetology Facials 3	.5 credit		2
	8905140	Cosmetology 4	1 credit		2
	8905150	Cosmetology 5	1 credit		2
	8905160	Cosmetology 6	1 credit		2
	8905170	Cosmetology 7	1 credit		2
	8905180	Cosmetology 8	1 credit		2
	8905190	Cosmetology 9	1.5 credits		2

Students wishing to complete the Cosmetology program, OCP A – Hairdresser and Cosmetologist, shall complete the requirements listed in Rule 61G5-22 that outline the basic curriculum which shall be used in cosmetology schools in the State of Florida. This curriculum includes definitions, level of acceptable competency, knowledge of Florida law, and sanitation and sterilization practices. Additional curriculum requirements are listed in the table below:

Rule Cite	Number and Type of Service Required
61G5-22.006, F.A.C.	Ten (10) facials including skin care and hair removal
61G5-22.0125, F.A.C.	Twenty (20) manicuring/pedicuring/nail extension services
61G5-22.007, F.A.C.	Seventy-five (75) hair shaping services
61G5-22.008, F.A.C.	Forty-five (45) scalp treatments and hair care rinses
61G5-22.009, F.A.C.	Fifty (50) shampoos and rinses
61G5-22.010, F.A.C.	Three hundred (300) hair arranging/styling services
61G5-22.011, F.A.C.	Forty-five (45) hair coloring services
61G5-22.012, F.A.C.	Sixty-five (65) chemical waving and relaxing/straightening services

Optional curricula may include beauty salon management as outlined in 61G5-22.014, F.A.C. This curriculum is not mandatory for the certification examination.

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Grooming and Salon Services Core 1	^^	^^	^^	17/53 32%	4/52 8%	10/56 18%	9/55 16%	3/58 5%	8/35 23%	6/42 14%	10/56 18%	8/53 15%
Cosmetology Nails 2	^^	^^	^^	14/53 26%	3/52 6%	5/56 9%	6/55 11%	3/58 5%	2/35 6%	5/42 2%	7/56 13%	4/53 8%
Cosmetology Facials 3	^^	^^	^^	#	#	#	#	#	#	#	#	#
Cosmetology 4	^^	^^	^^	3/53 6%	1/52 2%	2/56 4%	6/55 11%	1/58 2%	1/35 3%	1/42 2%	5/56 9%	2/53 4%
Cosmetology 5	^^	^^	^^	1/53 2%	1/52 2%	#	1/55 2%	#	#	1/42 2%	1/56 2%	1/53 2%
Cosmetology 6	^^	^^	^^	1/53 2%	1/52 2%	#	1/55 2%	#	#	1/42 2%	1/56 2%	1/53 2%
Cosmetology 7	^^	^^	^^	1/53 2%	#	#	2/55 4%	#	#	2/42 5%	2/56 4%	#
Cosmetology 8	^^	^^	^^	1/53 2%	#	#	2/55 4%	#	#	2/42 5%	2/56 4%	#

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics.
academic course.

** Alignment pending review
Alignment attempted, but no correlation to

Career and Technical Student Organization (CTSO)

Skills USA Inc. is the appropriate career and technical student organization for providing leadership training and

reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are: Mathematics 8, Language 8, and Reading 9. These grade level numbers correspond to a grade equivalent score obtained on a state designated basic skills examination.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits

earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 16.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals.
- 17.0 Identify shampoo/hair conditioners and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, and rinses with water and each other. Demonstrate an understanding of electrical current, transfer of energy and how it affects the skin. Demonstrate application of shampoo, manipulations and rinsing.
- 18.0 Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 19.0 Identify and perform hairstyles. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies

necessary to meet individual client needs.

- 20.0 Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
- 21.0 Identify and perform permanent waving/reconstruction and curl/ chemical relaxing. Identify the proper chemical to be prescribed and understand the way chemicals affect the hair shaft and skin. Be able to demonstrate proper procedure and application of chemicals.
- 22.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin and be able to describe, measure, and predict chemical reactions. Demonstrate proper procedures including the measurement, mixing and application of chemicals.

2013 - 2014
Florida Department of Education
Curriculum Framework

Program Title: Facials Specialty
Program Type: Career Preparatory
Career Cluster: Human Services

	Secondary	PSAV
Program Number	8757400	I120424
CIP Number	0612040805	0612040805
Grade Level	9-12, 30, 31	30, 31
Standard Length	2 credits	260 hours
Teacher Certification	FACIAL TEC 7 G COSMETOL @7 G 7 G PERS SERV @7 G	FACIAL TEC 7 G COSMETOL @7 G 7 G PERS SERV @7 G
CTSO	SkillsUSA	SkillsUSA
SOC Codes (all applicable)	39-5094 Skin Care Specialists	39-5094 Skin Care Specialists
Facility Code	245 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level	N/A	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094). Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of a core and one occupational completion point.

Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CSP0265	Facials/Skin Care Specialists	260 hours	39-5094

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8757210	Grooming and Salon Services Core 1	.5 credit	39-5094	2
	8757410	Facials Specialty 2	.5 credit		2
	8757420	Facials Specialty 3	1 credit		2

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Please refer to 61G5-22.006 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course											
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)											
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)											

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1
Grooming and Salon	^^	^^	^^	18/53 34%	#	13/56 23%	11/55 20%	#	#	#	13/56 23%	10/53 19%

Course	Math			Science								
Services Core 1												
Facials Specialty 2	^^	^^	^^	#	#	#	#	#	#	#	#	#
Facials Specialty 3	^^	^^	^^	#	#	#	#	#	#	#	#	#

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics. academic course.

** Alignment pending review Alignment attempted, but no correlation to

Career and Technical Student Organization (CTSO)

SkillsUSA, Inc. is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical does not apply to this program due to the fact that it is less than 450 hours.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided

should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, Sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Perform facials, manipulation and related massage, make-up, hair removal, and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the nails and skin that can be described, measure and predicted. Demonstrate proper procedure and application of chemicals.

2013 - 2014
Florida Department of Education
Curriculum Framework

Program Title: Nails Specialty
Program Type: Career Preparatory
Career Cluster: Human Services

	Secondary	PSAV
Program Number	8757300	I120414
CIP Number	0612041004	0612041004
Grade Level	2 credits	240 hours
Standard Length	9-12, 30, 31	30, 31
Teacher Certification	NAIL TEC 7 G COSMETOL @7G 7 G PERS SERV @7G	NAIL TEC 7 G COSMETOL @7G 7 G PERS SERV @7G
CTSO	SkillsUSA	SkillsUSA
SOC Codes (all applicable)	39-5092 Manicurists and Pedicurists	39-5092 Manicurists and Pedicurists
Facility Code	245 http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities)	
Targeted Occupation List	http://www.labormarketinfo.com/wec/TargetOccupationList.htm	
Perkins Technical Skill Attainment Inventory	http://www.fldoe.org/workforce/perkins/perkins_resources.asp	
Industry Certifications	http://www.fldoe.org/workforce/fcpea/default.asp	
Statewide Articulation	http://www.fldoe.org/workforce/dwdframe/artic_frame.asp	
Basic Skills Level	N/A	N/A

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

A student completing the Nails Specialty program is prepared for employment as a licensed Manicurist and Pedicurist (SOC 39-5092). Instruction is designed to qualify students for employment upon successfully obtaining a Nails Specialty Certification.

The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the nails specialist and the related chemistry; bacteriology, anatomy and physiology; and development of skills in performing the techniques required in the practice of nails specialist occupations.

This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of a core and one occupational completion point.

Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

The following table illustrates the **PSAV** program structure:

OCP	Course Number	Course Title	Course Length	SOC Code
A	CSP0015	Manicurists and Pedicurists	240 hours	39-5092

The following table illustrates the **Secondary** program structure:

OCP	Course Number	Course Title	Length	SOC Code	Level
A	8757210	Grooming and Salon Services Core 1	.5 credit	39-5092	2
	8757310	Nails Specialty 2	.5 credit		2
	8757320	Nails Specialty 3	1 credit		2

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

Please refer to 61G5-22.015 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of services students must complete within the program.

Planned and supervised instructional activities must be provided through one or more of the following: (1) directed laboratory experience, (2) student projects, (3) placement for experience.

Academic Alignment

Some or all of the courses in this program have been aligned to the Next Generation Sunshine State Standards contained in specific science core academic courses. Pending full implementation of the Common Core State Standards for Mathematics, some or all of the courses in this program will be aligned to specific math core academic courses. The table below contains the results of the alignment efforts. Data shown in the table includes the number of academic standards in the CTE course, the total number of math and science standards contained in the academic course, and the percentage of alignment to the CTE course. The following academic courses were included in the alignment (see code for use in table).

Academic Subject Area	Academic Course
Math	Algebra 1 (ALG1) Algebra 2 (ALG2) Geometry (GEO)
Science	Anatomy/Physiology Honors (APH) Astronomy Solar/Galactic Honors (ASGH) Biology 1 (BIO1) Chemistry 1 (CHM1) Earth-Space Science (ESS) Genetics (GEN) Marine Science 1 Honors (MS1H) Physical Science (PS) Physics 1 (PHY1)

Course	Math			Science								
	ALG1	ALG2	GEO	APH	ASGH	BIO1	CHM1	ESS	GEN	MS1H	PS	PHY1

Course	Math			Science								
Grooming and Salon Services Core 1	^^	^^	1/45 2%	18/53 34%	#	13/56 23%	11/55 20%	#	#	#	13/56 23%	10/53 19%
Nails Specialty 2	^^	^^	#	#	#	#	#	#	#	#	#	#
Nails Specialty 3	^^	^^	#	#	#	#	#	#	#	#	#	#

^^ Alignment pending full implementation of the Common Core State Standards for Mathematics. academic course.

** Alignment pending review Alignment attempted, but no correlation to

Career and Technical Student Organization (CTSO)

SkillsUSA Inc. is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program. A complete list of Essential Skills and links to instructional resources in support of these Essential Skills are published on the CTE Essential Skills page of the FL-DOE website (http://www.fldoe.org/workforce/dwdframe/essential_skills.asp).

Basic Skills

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C., the minimum basic skills grade levels required for postsecondary adult career and technical does not apply to this program due to the fact that it is less than 450 hours.

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3)(a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.) Exemptions from state, national or industry licensure are limited to the certifications listed at <http://www.fldoe.org/workforce/dwdframe/rtf/basicskills-License-exempt.rtf>.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their counselor and/or instructors. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods

and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (students with an Individual Educational Plan (IEP) served in Exceptional Student Education or ESE) will need modifications to meet their needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular Occupational Completion Point (OCP) or a Modified Occupational Completion Point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

The PSAV component of this program has no statewide articulation agreement approved by the Florida State Board of Education. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation. For additional information refer to <http://www.fldoe.org/schools/pdf/ListPracticalArtsCourses.pdf>.

Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Identify career opportunities.
- 02.0 Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance.
- 03.0 Employ safe, sanitary and efficient work practices.
- 04.0 Demonstrate language arts knowledge and skills.
- 05.0 Demonstrate mathematics knowledge and skills.
- 06.0 Demonstrate science knowledge and skills.
- 07.0 Explain the importance of employability skill and entrepreneurship skills.
- 08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 09.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 10.0 Describe the importance of professional ethics and legal responsibilities.
- 11.0 Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment.
- 12.0 Use information technology tools.
- 13.0 Solve problems using critical thinking skills, creativity and innovation.
- 14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 15.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

I have received, read and understand all information and rules in the 2013-143 Cosmetology Master Plan of Instruction and agree to abide by them.

Student Signature_____

Date_____