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PROGRAM CONCENTRATION:

Healthcare Science

CAREER PATHWAY:

Personal Care Services

COURSE TITLE:

Licensure and Employment Opportunities

Course Description: This laboratory course provides experiences necessary for the development of skill levels required to become a cosmetologist. This course provides a portion of hours approved by the Georgia State Board of Cosmetology. The tasks specified by this course will allow a student to earn credit hours towards completion of the 1500 hours required by the Georgia State Board of Cosmetology. This course provides more in-depth competencies for the co-curricular student organization SkillsUSA and presents integral components that should be incorporated throughout instructional strategies developed for the course. In addition, this course offers the possibility of meeting articulation alignment with the technical college standards. Topics for this course include industry concepts, surviving in the salon, and licensure preparation.

Employment Opportunities

Students will become familiar with industry concepts and procedures involved with successfully operating a salon. The steps involved in opening and operating a privately owned salon or barber/styling shop will be emphasized. Topics include: planning a salon, business management, retailing, public relations, sales skills, career development, and client retention.

HS-LEO-I-1. Students will be able to describe industry concepts as they apply to salon operations.

- a. Demonstrate product knowledge by identifying products and supplies used in salons today.
- b. Evaluate the daily operations of a salon.
- c. Demonstrate knowledge of business management skills to operate a salon.
- d. Demonstrate computer knowledge in salon operations through usage of computers for salon inventory, client records, and managing appointment scheduling.

Academic Standard(s):

MA1P5. Students will represent mathematics in multiple ways.

- b. Select, apply, and translate among mathematical representations to solve problem
- c. Use representations to model and interpret physical, social, and mathematical phenomena

SSEMI2. The student will explain how the Law of Demand, the Law of Supply, prices, and profits work to determine production and distribution in a market economy.

- d. Explain how prices serve as incentives in a market economy.

HS-LEO-I-2. Students will be able to describe the process involved in the transitioning from school to salon.

- a. List current up to date local and state laws governing the cosmetology profession.
- b. Demonstrate knowledge of OSHA and applicable laws in the salon.

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- c. Identify methods of controlling infectious substances in the salon.
- d. Observe everyday operations in the salon.
- e. Identify strategies needed to maintain a clientele.
- f. Demonstrate salon safety.

Salon Business

Students will be introduced to factors to consider when opening a salon. Salon business will include; financial plan, compliance with business laws, marketing research for salon location, salon layout, types of ownership, record keeping, business operations, customer relations, advertising, retail and general management.

HS-LEO-I-3. Students will be able to describe the process involved with planning a salon.

- a. List areas in which a person must be knowledgeable to plan a salon.
- b. Identify things that must be considered in location selection.
- c. Illustrate physical layout for all salon types.
- d. Observe compliance with state, county, and city laws.

HS-LEO-I-4. Students will be able to describe business management in planning a salon.

- a. List and describe the various types of salon ownerships.
- b. Describe record keeping procedures such as: payroll, types of taxes, inventory control, client intake cards, and other pertinent records involved with daily salon operations.
- c. Describe retail procedures involved with daily salon operations such as: ordering, organization of stock area, and how to complete a supply order.
- d. Identify procedures for selling retail.
- e. Demonstrate educating client on retail needs.
- f. Create and describe how to assemble a retail display.

Academic Standard(s):

MM1P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- c. Recognize and apply mathematics outside the usual contexts.

SSEMI4. The student will explain the organization and role of business and analyze the four types of market structures in the U.S. economy.

- a. Compare and contrast three forms of business organization—sole proprietorship, partnership and corporation.
- b. Explain the role of profit as an incentive for entrepreneurs.

HS-LEO-I-5. Student will be able to describe in-shop public relations.

- a. Demonstrate professional telephone techniques.
- b. Operate appointment desk.
- c. Maintain reception area.
- d. Manage monies for services in the salon.
- e. Resolve customer complaints.
- f. Supervise personal and public sanitation.

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- g. Prepare advertisements for the salon.

Academic Standard(s):

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- i. Employ group decision-making techniques such as brainstorming or a problem solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- j. Divides labor so as to achieve the overall group goal efficiently.

MM1P1. Students will solve problems (using appropriate technology).

- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.

MM1P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.

HS-LEO-I-6. Student will able to describe client retention and various techniques to maintain clientele.

- a. Demonstrate how to schedule/re-schedule client appointments.
- b. Demonstrate how to perform client consultation.
- c. Maintain client intake cards.
- d. Resolve any customer complaints.
- e. Greet clients properly and professionally.

Academic Standard(s):

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and verbal interactions. The student

- c. Responds to questions with appropriate information.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- j. Divides labor so as to achieve the overall group goal efficiently.

SCSh3. Students will identify and investigate problems scientifically.

- c. Collect, organize and record appropriate data.
- e. Develop reasonable conclusions based on data collected.

Licensure Preparation

Student will be able to perform both the written and practical portion of the licensure examination. The examination consists of a written test which is based upon: scientific concepts, hair care and services, skin care and services, and nail care and services. The practical examination consists of safety and infection control throughout the exam, general setup, client

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protection, thermal curling, haircutting, permanent waving, chemical hair relaxing, haircolor/bleach techniques, mock facial, and sculptured nail application.

HS-LEO-I-7. Student will be able to describe requirements needed to take licensure test.

- a. Describe hour/school requirements needed to take exam.
- b. Describe fees required to take exam.
- c. Describe documents needed to submit with application.
- d. Follow all safety and infection control guidelines while performing this section of the examination.

HS-LEO-I-8. Student will be able to demonstrate the general set up and client protection for the practical examination following all safety and infection control procedures throughout the exam.

- a. List items needed for general setup for the exam.
- b. Perform proper draping application of mannequin to show client protection.
- c. Determine proper packing and labeling techniques for preparation.
- d. Follow all safety and infection control guidelines while performing this section of the examination.

Academic Standard(s):

SCSh2. Students will use standard safety practices for all classroom laboratory and field investigations.

- b. Demonstrate appropriate techniques in all laboratory situations.
- c. Follow correct protocol for identifying and reporting safety problems and violations.

HS-LEO-I-9. Student will be able to demonstrate the thermal curling section of the exam.

- a. Demonstrate ability to follow instructions.
- b. Demonstrate testing the iron before insertion into the hair.
- c. Demonstrate proper manipulation of iron.
- d. Demonstrate the ability to create a full curl.
- e. Follow all safety and infection control guidelines while performing this section of the examination.

HS-LEO-I-10. Student will be able to demonstrate the haircutting section of the exam.

- a. Demonstrate the ability to follow instructions.
- b. Demonstrate proper saturation of hair.
- c. Demonstrate proper sectioning of hair.
- d. Demonstrate how to establish a guide.
- e. Demonstrate proper handling of shears, razor, and comb.
- f. Follow all safety and infection control guidelines while performing this section of the examination.

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HS-LEO-I-11. Student will be able to demonstrate the permanent waving section of the exam.

- a. Demonstrate the ability to follow directions.
- b. Demonstrate proper saturation of hair.
- c. Demonstrate proper rod selection.
- d. Demonstrate how to protect the ends of the hair using protective end papers.
- e. Demonstrate the proper base control for the permanent wave procedure.
- f. Demonstrate how to protect the client's skin using protective cream and cotton.
- g. Demonstrate the use of protective gloves to protect hands.
- g. Demonstrate saturation with mock waving lotion.
- h. Perform test curl as instructed.
- i. Follow all safety and infection control guidelines while performing this section of the examination.

HS-LEO-I-12. Student will be able to demonstrate the virgin lightener and color retouch application of the exam.

- a. Demonstrate the ability to follow directions.
- b. Demonstrate protection of skin using protective cream.
- c. Demonstrate the removal of lightener and color from their container using a spatula.
- d. Demonstrate the use of protective gloves to protect hands.
- e. Demonstrate proper application techniques for each procedure.
- f. Follow all safety and infection control guidelines while performing this section of the examination.

HS-LEO-I-13. Student will be able to demonstrate the virgin chemical relaxer and retouch applications for the chemical relaxing portion of the exam.

- a. Demonstrate the ability to follow directions.
- b. Demonstrate protection of skin using protective cream.
- c. Demonstrate the removal of relaxer from container using a spatula.
- d. Demonstrate the use of protective gloves to protect hands.
- e. Demonstrate proper application techniques for each procedure.
- f. Demonstrate smoothing relaxer retouch as instructed.
- g. Follow all safety and infection control guidelines while performing this section of the examination.

HS-LEO-I-14. Student will be able to demonstrate the plain facial procedure for the exam.

- a. Demonstrate the ability to follow directions.
- b. Demonstrate client protection using turban/towel.
- c. Demonstrate proper cleansing technique.
- d. Demonstrate removal of cleanser.
- e. Demonstrate application of massage cream.
- f. Demonstrate massage techniques from insertion to origin.
- g. Demonstrate removal of massage cream.
- h. Demonstrate application of toner to complete facial.

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- i. Follow all safety and infection control guidelines while performing this section of the examination.

HS-LEO-I-15. Student will be able to demonstrate the application of the sculptured nail portion of the exam.

- a. Demonstrate the ability to follow directions.
- b. Perform set up using sanitation and proper organization.
- c. Perform client and stylist sanitation procedures.
- d. Prepare cuticle area.
- e. Remove shine from nail plate.
- f. Cleanse nail plate and cuticle area.
- g. Demonstrate application of a nail form.
- h. Demonstrate application of primer without contacting surrounding skin.
- i. Apply product in appropriate manner.
- j. Demonstrate filing in a safe manner.
- k. Display final appearance of nail.
- l. Demonstrate disposal of soiled materials.
- m. Follow all safety and infection control guidelines while performing this section of the examination.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

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Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

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CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.