COSMETOLOGY CURRICULUM FRAMEWORK

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INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
    - Workplace Readiness Skills Assessment
    - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
COSMETOLOGY

PROGRAM TITLE:	**COSMETOLOGY**
STATE SKILL STANDARDS:	**COSMETOLOGY**
STANDARDS REFERENCE CODE:	**COSMO**
CAREER CLUSTER:	**HUMAN SERVICES**
CAREER PATHWAY:	**PERSONAL CARE SERVICES**
PROGRAM LENGTH:	**3 LEVELS (L1, L2, L3C)**
PROGRAM ASSESSMENT	**COSMETOLOGY WORKPLACE READINESS SKILLS**
CTSO:	**SKILLSUSA**
GRADE LEVEL:	**9-12**
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	**COSMETOLOGIST LICENSE – NEVADA STATE BOARD OF COSMETOLOGY**

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Cosmetology industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Cosmetology
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from http://www.careertech.org/career-clusters/glance/careerclusters.html

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

COSMETOLOGY Core Course Sequence	
COURSE NAME	**LEVEL**
Principles of Cosmetology	L1
Cosmetology I	L2
Cosmetology II	L3C

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as "soft skills", have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C".
(e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C)
(Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672))

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	**Principles of Cosmetology**
ABBR. NAME:	**PRIN COSMO**
CREDITS:	**1**
LEVEL:	**L1**
CIP CODE:	**12.0401**
PREREQUISITE:	**None**
CTSO:	**SkillsUSA**

COURSE DESCRIPTION

This course will introduce the student to the fundamentals of cosmetology. Areas of emphasis include sanitation procedures, safety requirements, tools, and equipment. The appropriate use of technology is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 :   **IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS**

Performance Standard 1.1 :   Demonstrate Safety Rules and Sanitation Procedures

Performance Indicators :   1.1.1-1.1.4

Performance Standard 1.2 :   Identify and Utilize Proper Tools, Implements, And Equipment

Performance Indicators :   1.2.1

CONTENT STANDARD 2.0 :   **DEMONSTRATE PROFESSIONAL BEHAVIORS**

Performance Standard 2.1 :   Demonstrate Professional Communication Skills

Performance Indicators :   2.1.4

Performance Standard 2.2 :   Apply and Utilize Professional Image

Performance Indicators :   2.2.1-2.2.3

Performance Standard 2.3 :   Practice Life Skills

Performance Indicators :   2.3.1, 2.3.3-2.3.6

CONTENT STANDARD 4.0 :   **ASSESS HAIR AND SCALP CARE**

Performance Standard 4.1 :   Analyze Hair and Scalp

Performance Indicators :   4.1.1, 4.1.6

Performance Standard 4.2 :   Demonstrate Shampooing and Conditioning

Performance Indicators :   4.2.3

CONTENT STANDARD 5.0 :   **IDENTIFY PRINCIPLES OF HAIR DESIGN**

Performance Standard 5.1 :   Demonstrate Styling Techniques

Performance Indicators :   5.1.1, 5.1.7-5.1.10

CONTENT STANDARD 6.0 :   **CRITIQUE THE PRINCIPLES OF HAIRCUTTING**

Performance Standard 6.1 :   Demonstrate Hair Cutting Techniques

Performance Indicators :   6.1.1

CONTENT STANDARD 7.0 :   **COMPARE CHEMISTRY AND ELECTRICITY USES IN COSMETOLOGY**

Performance Standard 7.1 :   Apply Basic Principles Of Chemistry and Electricity

Performance Indicators :   7.1.4

CONTENT STANDARD 8.0 : IDENTIFY AND UTILIZE CHEMICAL SERVICES

Performance Standard 8.1 :   Demonstrate Haircoloring Techniques

Performance Indicators :   8.1.1, 8.1.3

Performance Standard 8.2 :   Demonstrate Chemical Texture Services

Performance Indicators :   8.2.1-8.2.2, 8.2.6

CONTENT STANDARD 9.0 : DEMONSTRATE NAIL CARE PROCEDURES

Performance Standard 9.1 :   Practice Manicuring

Performance Indicators :   9.1.3-9.1.7

Performance Standard 9.2 :   Practice Pedicuring

Performance Indicators :   9.2.2-9.2.5

Performance Standard 9.3 :   Identify and Utilize Nail Enhancements

Performance Indicators :   9.3.2-9.3.4

CONTENT STANDARD 10.0 : ANALYZE SKIN CARE PROCEDURES

Performance Standard 10.1 :   Demonstrate Facials

Performance Indicators :   10.1.6

CONTENT STANDARD 13.0 : DEMONSTRATE LEADERSHIP SKILLS

Performance Standard 13.1 :   Participate in Leadership Activities

Performance Indicators :   13.1.7

Performance Standard 13.2 :   Demonstrate Positive Citizenship Characteristics

Performance Indicators :   13.2.3

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 :   Demonstrate Personal Qualities and People Skills

Performance Indicators :   1.1.1-1.1.7

Performance Standard 1.2 :   Demonstrate Professional Knowledge and Skills

Performance Indicators :   1.2.1-1.2.10

Performance Standard 1.3 :   Demonstrate Technology Knowledge and Skills

Performance Indicators :   1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

* Refer to the Cosmetology Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	Cosmetology I
ABBR. NAME:	**COSMETOLOGY I**
CREDITS:	**1**
LEVEL:	**L2**
CIP CODE:	**12.0401**
PREREQUISITE:	**Principles of Cosmetology**
CTSO:	**SkillsUSA**

COURSE DESCRIPTION

The six-credit-block course is designed to prepare students for the Nevada State Board of Cosmetology Licensing Exam and to meet the 1800-hour requirement for licensure. Students have the opportunity to receive a master license that allows them to choose many career options such as a nail technician, aesthetician, or hair stylist. The goal of the program is to provide a real-work environment where students work on the public to practice and master those skills necessary for success in the workplace. The curriculum includes theory and clinical instruction in professional ethics, sanitation, human anatomy, facials, skin care, makeup application, manicures, pedicures, acrylic nails, haircutting, hair coloring, permanent waving, chemical relaxing, and all phases of hair care. Emphasis is also placed on job seeking/keeping skills, such as effective communication, customer service, teamwork, filling out a job application, building a resume, and interviewing techniques. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 1.0 : IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Performance Standard 1.1 : Demonstrate Safety Rules and Sanitation Procedures

Performance Indicators : 1.1.5-1.1.10

Performance Standard 1.2 : Identify and Utilize Proper Tools, Implements, and Equipment

Performance Indicators : 1.2.2-1.2.3

CONTENT STANDARD 2.0 : DEMONSTRATE PROFESSIONAL BEHAVIORS

Performance Standard 2.1 : Demonstrate Professional Communication Skills

Performance Indicators : 2.1.1-2.1.3

Performance Standard 2.2 : Apply and Utilize Professional Image

Performance Indicators : 2.2.4-2.2.5

Performance Standard 2.3 : Practice Life Skills

Performance Indicators : 2.3.1, 2.3.3, 2.3.7

CONTENT STANDARD 3.0 : RELATE ANATOMY AND PHYSIOLOGY TO COSMETOLOGY

Performance Standard 3.1 : Identify Cells and Tissue

Performance Indicators : 3.1.1-3.1.5

Performance Standard 3.2 : Compare Organs and Systems

Performance Indicators : 3.2.1-3.2.3

Performance Standard 3.3 : Critique Skin Structure

Performance Indicators : 3.3.1-3.3.13

CONTENT STANDARD 4.0 : ASSESS HAIR AND SCALP CARE

Performance Standard 4.1 : Analyze Hair and Scalp

Performance Indicators : 4.1.2-4.1.5

Performance Standard 4.2 :   Demonstrate Shampooing and Conditioning
Performance Indicators :   4.2.1-4.2.2
Performance Standard 4.3 :   Demonstrate Shampooing and Conditioning
Performance Indicators :   4.3.1-4.3.2
CONTENT STANDARD 5.0 :   IDENTIFY PRINCIPLES OF HAIR DESIGN
Performance Standard 5.1 :   Demonstrate Styling Techniques
Performance Indicators :   5.1.2-5.1.6, 5.1.11-5.1.18
CONTENT STANDARD 6.0 :   CRITIQUE THE PRINCIPLES OF HAIRCUTTING
Performance Standard 6.1 :   Demonstrate Hair Cutting Techniques
Performance Indicators :   6.1.2, 6.1.4-6.1.7
CONTENT STANDARD 7.0 :   COMPARE CHEMISTRY AND ELECTRICITY USES IN COSMETOLOGY
Performance Standard 7.1 :   Apply Basic Principles Of Chemistry and Electricity
Performance Indicators :   7.1.1-7.1.3, 7.1.5-7.1.8
CONTENT STANDARD 8.0 :   IDENTIFY AND UTILIZE CHEMICAL SERVICES
Performance Standard 8.1 :   Demonstrate Haircoloring Techniques
Performance Indicators :   8.1.2, 8.1.4-8.1.19
Performance Standard 8.2 :   Demonstrate Chemical Texture Services
Performance Indicators :   8.2.3-8.2.5, 8.2.7-8.2.11
CONTENT STANDARD 9.0 :   DEMONSTRATE NAIL CARE PROCEDURES
Performance Standard 9.1 :   Practice Manicuring
Performance Indicators :   9.1.1-9.1.2, 9.1.8
Performance Standard 9.2 :   Practice Pedicuring
Performance Indicators :   9.2.2-9.2.5
Performance Standard 9.3 :   Identify and Utilize Nail Enhancements
Performance Indicators :   9.3.2-9.3.4
CONTENT STANDARD 10.0 : ANALYZE SKIN CARE PROCEDURES
Performance Standard 10.1 :   Demonstrate Facials
Performance Indicators :   10.1.1-10.1.5, 10.1.7-10.1.8
Performance Standard 10.2 :   Practice Makeup Techniques
Performance Indicators :   10.2.1-10.2.4
Performance Standard 10.3 :   Perform Hair Removal Procedures
Performance Indicators :   10.3.1-10.3.5
CONTENT STANDARD 11.0 : INVESTIGATE HAIR ENHANCEMENTS
Performance Standard 11.1 :   Apply Wigs and Hair Additions
Performance Indicators :   11.1.9
CONTENT STANDARD 12.0 : ASSESS SALON READINESS SKILLS
Performance Standard 12.2 :   Analyze Business Management/Operations
Performance Indicators :   12.2.7
Performance Standard 12.3 :   Prepare for State Board Licensure
Performance Indicators :   12.3.1-12.3.2
CONTENT STANDARD 13.0 : DEMONSTRATE LEADERSHIP SKILLS
Performance Standard 13.1 :   Participate in Leadership Activities
Performance Indicators :   13.1.2-13.1.3
Performance Standard 13.2 :   Demonstrate Positive Citizenship Characteristics
Performance Indicators :   13.2.1-13.2.2

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 :   DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1 :   Demonstrate Personal Qualities and People Skills

Performance Indicators :   1.1.1-1.1.7

Performance Standard 1.2 :   Demonstrate Professional Knowledge and Skills

Performance Indicators :   1.2.1-1.2.10

Performance Standard 1.3 :   Demonstrate Technology Knowledge and Skills

Performance Indicators :   1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects
Writing Standards for Literacy in Science and Technical Subjects
Speaking and Listening

Mathematics: Mathematical Practices

Science: Life Science

* Refer to the Cosmetology Standards for alignment by performance indicator

CORE COURSE:
RECOMMENDED STUDENT PERFORMANCE STANDARDS

COURSE TITLE:	Cosmetology II
ABBR. NAME:	**COSMETOLOGY II**
CREDITS:	**1**
LEVEL:	**L3C**
CIP CODE:	**12.0401**
PREREQUISITE:	**Cosmetology I**
CTSO:	**SkillsUSA**

COURSE DESCRIPTION

The six-credit-block course is designed to prepare students for the Nevada State Board of Cosmetology Licensing Exam and to meet the 1800-hour requirement for licensure. Students have the opportunity to receive a master license that allows them to choose many career options such as a nail technician, aesthetician, or hair stylist. The goal of the program is to provide a real-work environment where students work on the public to practice and master those skills necessary for success in the workplace. The curriculum includes theory and clinical instruction in professional ethics, sanitation, human anatomy, facials, skin care, makeup application, manicures, pedicures, acrylic nails, haircutting, hair coloring, permanent waving, chemical relaxing, and all phases of hair care. Emphasis is also placed on job seeking/keeping skills, such as effective communication, customer service, teamwork, filling out a job application, building a resume, and interviewing techniques. The appropriate use of technology and industry-standard equipment is an integral part of this course.

TECHNICAL STANDARDS

CONTENT STANDARD 6.0 : **CRITIQUE THE PRINCIPLES OF HAIRCUTTING**

Performance Standard 6.1 : Demonstrate Hair Cutting Techniques

Performance Indicators : 6.1.3, 6.1.8

CONTENT STANDARD 8.0 : **IDENTIFY AND UTILIZE CHEMICAL SERVICES**

Performance Standard 8.1 : Demonstrate Haircoloring Techniques

Performance Indicators : 8.1.20-8.1.22

CONTENT STANDARD 11.0 : **INVESTIGATE HAIR ENHANCEMENTS**

Performance Standard 11.1 : Apply Wigs and Hair Additions

Performance Indicators : 11.1.1-11.1.8, 11.1.10-11.1.11

CONTENT STANDARD 12.0 : **ASSESS SALON READINESS SKILLS**

Performance Standard 12.1 : Identify Employment Requirements

Performance Indicators : 12.1.1-12.1.5

Performance Standard 12.2 : Analyze Business Management/Operations

Performance Indicators : 12.2.1-12.2.6

CONTENT STANDARD 13.0 : **DEMONSTRATE LEADERSHIP SKILLS**

Performance Standard 13.1 : Identify Employment Requirements

Performance Indicators : 13.1.1, 13.1.4-13.1.6

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0 : **DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 :   Demonstrate Personal Qualities and People Skills

Performance Indicators :   1.1.1-1.1.7

Performance Standard 1.2 :   Demonstrate Professional Knowledge and Skills

Performance Indicators :   1.2.1-1.2.10

Performance Standard 1.3 :   Demonstrate Technology Knowledge and Skills

Performance Indicators :   1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

Writing Standards for Literacy in Science and Technical Subjects

Speaking and Listening

Mathematics: Mathematical Practices

Science: Life Science

* Refer to the Cosmetology Standards for alignment by performance indicator