

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Human Services**

**Program Name: Cosmetology/Cosmetologist, General CIP: 120401**

National Standard: American Training Standards Institute; State Board of Cosmetology

<b>Competencies</b> (statement that provides the overview and defines the instructional area) <b>Student will:</b>	<b>Knowledge, Content and Skills</b> (what a student needs to know and be able to do and upon which they will be assessed ) <b>Student will:</b>	<b>NH Frameworks</b> <a href="http://www.ed.state.nh.us/frameworks">www.ed.state.nh.us/frameworks</a> <b>Science: S</b> <b>English Language Arts: LA</b> <b>Mathematics: M</b>	<b>Rating Scale -Sample Performance Assessments</b> (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) <b>Student will:</b>				
<b>Understand and participate in the orientation process</b>	1. Explain and discuss state licensing requirements.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand and use appropriate methods to ensure personal health and well-being</b>	2. Explain and demonstrate personal hygiene and healthy living.	S:LS5:6:3.3/T S:LS4:6:3.1/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
3. Identify and discuss ethics.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
<b>Understand the importance of conducting services in a safe environment to prevent the spread of infectious and contagious diseases</b>	4. Identify prevention and control procedures. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
5. Identify and demonstrate sanitization procedures.	S:LS4:2:2.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	6. Explain and discuss OSHA regulations and the right-to-know law. <b>AAI 8. Health, Safety, and Environment:</b> Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	7. Identify and demonstrate disinfection practices.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	8. Identify and define bacteria types.	S:LS4:8:2.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	9. Explain growth and reproduction of bacteria.	S:LS2:11:1.4/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	10. Identify immunities and the appropriate action to take.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
<b>Understand concepts and techniques of hair and scalp care</b>	11. Define the theory of hair care.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	12. Define hair and scalp conditions.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	13. Demonstrate how to care for hair and scalps.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	14. Problem solve and formulate a plan of treatment for hair and scalp care. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	15. List and demonstrate the steps in performing proper draping procedure.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	16. List the types of shampoos, rinses, conditioners and their uses.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	17. Describe the pH scale and the values associated with water, acids and alkaline.	S:PS2:11:2.3/R *S:PS1:11:1.6/T S:PS1:6:2.2/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	18. Identify and perform proper shampooing procedures. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the importance of cutting hair in accordance with a client's needs and expectations</b>	19. Define haircutting theory. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
	1	2	3	4			
20. Identify and demonstrate proper haircutting procedures for solid form.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
1	2	3	4				
<b>Understand the elements, and principles of design, and styling and finishing techniques in order to complete a hairstyle to the satisfaction of the client</b>	21. Recognize and demonstrate the elements and principles of design. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	22. Perform design composition.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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23. Perform client consultations.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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24. Define and demonstrate wet hairstyling: finger waving, pin curls, rollers, comb out procedures, braiding and long hairstyling.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4	
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	25. Define and demonstrate thermal styling: blow drying, air waving, thermal ironing and specialty ironing.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand basic nail theory and provide basic nail care services to the satisfaction of the client</b>	26. Describe and recognize nail structure and its growth.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	27. Select appropriate materials and demonstrate proper table set up.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
1	2	3	4				
	28. Recognize and demonstrate the procedures and services of manicuring and massage. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	29. Recognize and demonstrate the procedures and services of pedicure and massage.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	30. Explain and discuss advanced nail techniques.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand basic skin care theory and services provided.</b>	31. Recognize and demonstrate the techniques to perform facial treatments, massage, manipulations, packs and masks. <b>AAI 4. Technical and Production Skills:</b> Identify specific production and technical skills required for this industry. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	32. Identify and apply cosmetics for a basic make-up application.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	33. Identify hair removal techniques.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	34. Describe temporary hair removal techniques.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	35. Describe and demonstrate basic waxing procedures.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	36. Explain permanent hair removal methods.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand and be knowledgeable in the salon business industry</b>	37. Discuss what one needs to know regarding the beauty industry. <b>AAI 1. Planning:</b> Explain the key elements of a long-term plan for a successful company. <b>AAI 2. Management:</b> Discuss the different forms of management and ownership within this industry. <b>AAI 3. Finance:</b> Explain the key components of financial management of a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy</b>	38. Discuss and assess venture creation possibilities and identify the steps in planning the venture.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	39. Identify the resources needed for venture startup and operation.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	40. Discuss the options in planning the venture’s future (growth, development, demise). <b>AAI 6. Labor Issues:</b> Explain the employees’ and employers’ rights and responsibilities in this industry. <b>AAI 7. Community Issues:</b> Discuss the ways a company can impact its community and the ways a community can impact a company.		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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	41. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<b>Understand the importance of personal growth and leadership to enhance career success</b>	42. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.	S:SPS4:4:8:8.2/T S:SPS4:12:8.1,2/R S:SPS4:12:9:9.1/R	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4
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<p><b>Understand the necessary employability skills in order to achieve success in today's workplace</b></p>	<p><b>43. Decision-Making &amp; Problem-Solving:</b> Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.</p>	<p>S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1-2/R S:SPS4:8:7.1/R S:SPS4:8:8.1/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:7.1,2/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- create an outline</li> <li>- create a troubleshooting log</li> <li>- make class presentation</li> <li>- develop and test strategies or options that work</li> <li>- provide examples of the strategies or options tested or tried</li> <li>- compare and analyze pros and cons of identified strategies or options</li> <li>- through teamwork, arrive at a decision or determine a solution that is well suited to the task</li> <li>- independently arrive at a decision or determine a solution that is well suited to the task</li> <li>- communicate in a clear format how the solution was formed</li> <li>- justify or describe how and why a particular solution option was chosen</li> </ul>	1	2	3	4
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	<p><b>44. Self –Management:</b> Demonstrate and apply self-management skills by adhering to regulations, being responsible, and following through on commitments. <b>AAI 9. Personal Work Habits:</b> Explain the work habits an employer looks for in an employee in this industry.</p>	<p>S:SPS3:8:1,4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- have a written test on applicable policies and procedures</li> <li>- assess student orientation knowledge through instructor observations and written unit test</li> <li>- review student handbook</li> <li>- adhere to regulations in school, classroom, and everyday settings</li> <li>- build trust by being consistent, dependable, and verbally positive with others</li> <li>- ask questions and listen to others</li> <li>- keep track of assignments and/or responsibilities</li> <li>- have work done on time</li> <li>- respond positively to constructive feedback</li> <li>- show respect for others and their points of view</li> <li>- set individual goals and document progress toward achieving those goals</li> <li>- take initiative to pursue learning</li> <li>- adapt as necessary to create a positive outcome for self and others</li> <li>- advocate appropriately for himself/herself</li> </ul>	1	2	3	4
1	2	3	4				

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**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION**  
**Career Cluster: Human Services**

**Program Name: Cosmetology/Cosmetologist, General CIP: 120401**

**National Standard: American Training Standards Institute; State Board of Cosmetology**

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	<p><b>45. Communication Skills:</b> Demonstrate and apply effective communication skills: verbal, written, visual, and listening.</p>	<p>S:SPS3:8:1,4/R S:SPS4:8:2.1/T S:SPS4:8:5.1/T S:SPS4:12:2.1-3/T S:SPS4:12:5.1,2/T S:SPS4:12:6.2/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- be given a work order that contains written instructions of a specific job and complete the work order</li> <li>- create a power point presentation</li> <li>- participate in a debate</li> <li>- perform mock interviews</li> <li>- develop a topic</li> <li>- include details to support a main point</li> <li>- use appropriate grammar and sentence structure</li> <li>- organize writing and/or presentation materials</li> <li>- use constructive feedback to improve skill</li> <li>- participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context</li> <li>- use varied vocabulary for clarity and effectiveness</li> <li>- support his/her ideas in a public forum using the appropriate visual/audio aides</li> <li>- select and use the appropriate media and method(s) to communicate the subject effectively</li> <li>- adapt writing, speaking, and/or visual presentations effectively to a particular audience</li> <li>- act on or respond appropriately to verbal and non-verbal cues from the audience</li> </ul>	1	2	3	4
1	2	3	4				

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	<b>46. Ability to Work with Others:</b> Demonstrate and apply the necessary skills in order to work effectively with others.	S:SPS4:8:6.1-3/R S:SPS4:8:9.1/R S:SPS3:8:1.1-4/T S:SPS4:12:6.1,2/T S:SPS4:12:8.1/T S:SPS4:12:9.1/T	<table border="1" style="float: right; margin-bottom: 5px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <b>For Example:</b> <ul style="list-style-type: none"> <li>- role play a situation in which there is a conflict which must be resolved</li> <li>- compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards</li> <li>- conduct an interview with a manager and share report with classmates</li> <li>- demonstrate knowledge of individual strengths he/she brings to a group</li> <li>- demonstrate knowledge of and respect for cultural and individual differences</li> <li>- demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view</li> <li>- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others</li> <li>- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback</li> <li>- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes</li> <li>- apply his/her individual strengths to enhance a group's performance</li> <li>- assume responsibilities within a group</li> <li>- demonstrate the use of group skills in a way that enhances a group's performance</li> <li>- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome</li> </ul>	1	2	3	4
1	2	3	4				

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	<b>47. Information Use - Research, Analysis, Technology:</b> Demonstrate and apply the use of information through research, analysis, and technology. <b>AAI 5. Underlying Principles of Technology:</b> Explain through discussion the technological systems used within this industry.	S:LS5:12:1.1/R S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1,2/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:9.1/T S:SPS4:12.5.2,3/T	<table border="1" style="float: right; margin-bottom: 5px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <b>For Example:</b> <ul style="list-style-type: none"> <li>- do a research project and develop a presentation for the class</li> <li>- keep a daily notebook</li> <li>- show use of a plan for gathering information</li> <li>- gather information from a variety of sources, using a variety of technologies</li> <li>- use sources that are current and appropriate to the topic</li> <li>- evaluate sources for correct and trustworthy information</li> <li>- document sources of information appropriately</li> <li>- demonstrate and apply the skills in using software applications (MS Office)</li> <li>- use a filing/organization system for information, such as notebook, disk, etc.</li> <li>- justify the use of a particular organizational system for a particular product</li> <li>- demonstrate effective communication skills (written, oral, listening)</li> <li>- effectively present a thesis, supporting evidence, and a conclusion using a variety of media</li> </ul>	1	2	3	4
1	2	3	4				

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	<p><b>48. Mathematical Concepts:</b> Demonstrate mathematical and computation skills as applied to real world situations.</p>	<p>S:ESS4:8:1.2/R S:ESS4:8:2.2/R S:PS4:8:2.1/R S:SPS4:8.7.1/R S:SPS1:11.4.1/T S:SPS4:12.1.3/R S:SPS4:12.4.2/T S:SPS4:12.8.2/T</p>	<table border="1" style="float: right; margin-bottom: 10px;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> </tr> </table> <p><b>For Example:</b></p> <ul style="list-style-type: none"> <li>- keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite</li> <li>- compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals</li> <li>- collect, interpret, organize and display relevant data for solving a mathematics problem</li> <li>- translate real world problems into mathematical representations</li> <li>- express and present mathematical ideas clearly in everyday written and oral language</li> <li>- express in written and oral language how mathematics connects to other contexts outside the mathematics classroom</li> <li>- use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information</li> <li>- approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events</li> </ul>	1	2	3	4
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	<b>49. General Safety:</b> Demonstrate and apply safe practices and procedures in the workplace.	S:SPS4:12:4.2/T	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <b>For Example:</b> - develop scenarios of hazards and accidents using publications and the internet - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures - use personal protective equipment and clothing	1	2	3	4
1	2	3	4				
	<b>50. Career Development:</b> Demonstrate personal/career development skills by completing a career plan.		<table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <b>For Example:</b> - complete a self-awareness inventory - develop a career portfolio - use a career software, such as Choices, to measure their aptitudes and abilities for particular careers - use available resources (college catalogs and websites) to research information about postsecondary educational opportunities - select a career in the field and outline educational and skill requirements, expected job growth, and salaries - review with teacher software printout to assess their aptitudes and abilities - make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work - plan a senior experiential project to review and evaluate a variety of career choices	0	1	2	3
0	1	2	3				

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