

Florida Department of Education
Curriculum Framework

Program Title: Parenting Skills
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

| | |
|-----------------------|--|
| Program Number | 8500300 |
| CIP Number | 09200113PA |
| Grade Level | 9-12 |
| Standard Length | .5 credit |
| Teacher Certification | Refer to the <u>Course Structure</u> section. |
| CTSO | FCCLA |

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.

The content includes but is not limited to parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

| Course Number | Course Title | Teacher Certification | Length | Level | Graduation Requirement |
|---------------|------------------|--|--------|-------|------------------------|
| 8500300 | Parenting Skills | E CHILD ED @0 PRIMARY ED@B PK PRIMARY H FAM CON SC 1 PRESCH ED L | .5 | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.

9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Analyze and evaluate parenting roles and responsibilities.
- 02.0 Define self-esteem and relate it to self-image and behaviors in both parents and children.
- 03.0 Define and explain a nurturing and protective environment for children.
- 04.0 Describe positive parenting skills in guiding children's behavior based on ages or special needs.
- 05.0 Emphasize the importance of effective communication in parent/child relationships.
- 06.0 Identify and summarize family support systems.
- 07.0 Demonstrate an awareness of the diversity of today's family unit.
- 08.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children.
- 09.0 Relate current trends and technological advances to the parenting process.
- 10.0 Demonstrate leadership and organizational skills.
- 11.0 Analyze recent trends/developments in brain research.

**Florida Department of Education
Student Performance Standards**

Course Title: Parenting Skills
Course Number: 8500300
Course Credit: .5

Course Description:

The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and to understand the dual roles as parents and providers. This course will also enhance their abilities to assist children to become effective citizens in a multicultural and technological society.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Analyze and evaluate parenting roles and responsibilities. – The student will be able to: |
| 01.01 | Define parenting and related terminology. |
| 01.02 | Describe the myths and realities of parenthood. |
| 01.03 | Analyze the positive and negative reasons for having children. |
| 01.04 | Evaluate the financial impact of rearing children. |
| 01.05 | Describe characteristics of nurturing parents and family members. |
| 01.06 | Assess the roles, responsibilities and rewards involved in being an effective parent. |
| 01.07 | Compare and contrast parenting styles such as democratic, permissive and authoritarian. |
| 01.08 | Determine the attitudes and characteristics that would indicate personal readiness for parenthood. |
| 02.0 | Define self-esteem and relate it to self-image and behaviors in both parents and children. – The student will be able to: |
| 02.01 | Define self-esteem and self-image. |
| 02.02 | Analyze the characteristics of people with both high and low self-esteem. |
| 02.03 | Discuss how positive self-esteem affects children and develop strategies to encourage high self-esteem. |
| 02.04 | Analyze factors that have a negative impact on a child's self-esteem. |
| 03.0 | Define and explain a nurturing and protective environment for children. – The student will be able to: |

CTE Standards and Benchmarks

| | |
|-------|---|
| 03.01 | Identify the developmental stages of children (physical, social, emotional, moral, and intellectual). |
| 03.02 | Demonstrate an awareness of appropriate physical care of children including bathing, feeding, dressing, and health routines. |
| 03.03 | Identify and discuss factors that would enhance or impede positive parenting and family relationships to include divorce, death, illness, drugs, and suicide. |
| 03.04 | Define and differentiate between the types of child abuse. |
| 03.05 | Describe the influence of personal and environmental factors that can result in child abuse. |
| 03.06 | Identify and explain the causes and effects of Shaken Baby Syndrome. |
| 03.07 | Assess the skills needed for parenting children with special needs. |
| 03.08 | Explain ways to assist family members and caregivers in managing stress. |
| 03.09 | Devise strategies that will assist parents in becoming involved in their children's education at home and at school. |
| 03.10 | Evaluate factors to consider when selecting childcare. |
| 04.0 | Describe positive parenting skills in guiding children's behavior based on ages or special needs. – The student will be able to: |
| 04.01 | Identify and discuss positive parenting skills. |
| 04.02 | Distinguish age appropriate behaviors in children. |
| 04.03 | Define and explain: discipline, punishment, and guidance. |
| 04.04 | Explore methods of guidance used to modify behavior in a child. |
| 05.0 | Emphasize the importance of effective communication in parent/child relationships. – The student will be able to: |
| 05.01 | Define effective communication and relate it to a child's social, emotional, moral, and intellectual development. |
| 05.02 | Discuss the importance of openness and truthfulness in parent/child communication. |
| 05.03 | Differentiate between positive and negative communication between parent and child. |
| 05.04 | Compile a list of effective methods used to encourage parent/child communication. |
| 05.05 | Establish ways to assist children in managing their stress through communication and various resources. |
| 06.0 | Identify and summarize family support systems. – The student will be able to: |
| 06.01 | Prepare a list of community resources available to families and explain their services. |

CTE Standards and Benchmarks

06.02 Research and report on state and federal resources that provide support for families.

07.0 Demonstrate an awareness of the diversity of today's family unit. – The student will be able to:

07.01 Differentiate diverse family units in society.

07.02 Compare the differences between lifestyles of today and the past.

07.03 Analyze ways of strengthening the family unit.

07.04 Identify responsibilities and concerns relative to teen parenting.

08.0 Demonstrate an understanding of family, multicultural and ethnic diversity and its impact on parents and children. – The student will be able to:

08.01 Define family, multicultural and ethnic diversity.

08.02 Define cultural bias, stereotypes and prejudices and determine how each limits and/or interferes with effective parenting.

08.03 Analyze and determine similarities and differences among multicultural families.

08.04 Develop strategies to help families assimilate into a new and different cultural environment.

08.05 Determine ways parents can assist their children in distinguishing between truths and myths regarding other cultures.

09.0 Relate current trends and technological advances to the parenting process. – The student will be able to:

09.01 Determine the impact of new technology and current trends on parenting.

09.02 Research and report on adaptive tools and equipment used by children with special needs.

09.03 Demonstrate how new technology can be used to enhance parenting.

10.0 Demonstrate leadership and organizational skills. – The student will be able to:

10.01 Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations.

10.02 Work cooperatively as a group member to achieve organizational goals.

10.03 Demonstrate leadership roles and organizational responsibilities.

10.04 Identify and utilize the FCCLA planning process

10.05 Discuss the establishment and history of the FCCLA organization

11.0 Analyze recent trends/developments in brain research – the student will be able to:

CTE Standards and Benchmarks

11.01 Explain why the first three years of life are critical to a child's development.

11.02 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.

11.03 Develop stimulating activities that are age appropriate for children of all ages.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

Program Title: Family Dynamics
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

| | |
|-----------------------|--|
| Program Number | 8500345 |
| CIP Number | 09200116PA |
| Grade Level | 9-12 |
| Standard Length | .5 credit |
| Teacher Certification | Refer to the <u>Course Structure</u> section. |
| CTSO | FCCLA |

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.

The content includes but is not limited to: recognizing the role and importance of the family; formulating skills in preparation for successful adult and family life; studying the family life cycle; developing skills to build and maintain healthy family relationships; addressing current issues that create stress and conflict within the family unit; recognizing the importance of balancing work and family; and evaluating the impact of technological and social forces on the family - past, present, and future.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

| Course Number | Course Title | Teacher Certification | Length | Level | Graduation Requirement |
|---------------|-----------------|-----------------------|--------|-------|------------------------|
| 8500345 | Family Dynamics | FAM CON SC 1 | .5 | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Identify concerns adolescents' face regarding their changing bodies as a part of human development, behavior and relationships.
- 02.0 Prepare for adult and family life.
- 03.0 Determine the role and significance of the family.
- 04.0 Examine the major phases in the family life cycle.
- 05.0 Identify recent trends/developments in brain research.
- 06.0 Build healthy family relationships.
- 07.0 Develop strategies for managing stress, conflict and crisis.
- 08.0 Assess the importance of balancing work and family.
- 09.0 Evaluate external forces that impact the family.
- 10.0 Demonstrate leadership and organizational skills.

Florida Department of Education
Student Performance Standards

Course Title: Family Dynamics
Course Number: 8500345
Course Credit: .5

Course Description:

The purpose of this course is to prepare students for the roles, responsibilities and relationships essential to functional families and to understand the nature, function, and significance of human relationships within family and individual units.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Identify concerns adolescents face regarding their changing bodies as a part of human development, behavior and relationships. – The student will be able to: |
| 01.01 | Explain human development, behavior, and relationships. |
| 01.02 | Define terminology associated with human sexuality. |
| 01.03 | Explain the male and female reproductive systems. |
| 02.0 | Prepare for adult and family life. – The student will be able to: |
| 02.01 | Identify purposes and responsibilities of dating. |
| 02.02 | Explore marriage laws and customs. |
| 02.03 | Demonstrate knowledge of personal and professional etiquette. |
| 02.04 | Evaluate the effects of values and goals on family life. |
| 02.05 | Demonstrate respect for self and others. |
| 03.0 | Determine the role and significance of the family. – The student will be able to: |
| 03.01 | Generate a definition of family. |
| 03.02 | Research multi-cultural influences on family life. |
| 03.03 | Differentiate the strengths and weakness of diverse family structures. |
| 03.04 | Evaluate the status of the family unit in today's society. |

CTE Standards and Benchmarks

03.05 Analyze the historical changes that have occurred within the family.

04.0 Examine the major phases in the family life cycle – the student will be able to:

04.01 Recognize the stages of the family life cycle.

04.02 Examine the impact of change in the family structure at each stage.

04.03 Identify and describe family legacies and rituals.

05.0 Identify recent trends/development in brain research. – The student will be able to:

05.01 Explain why the first three years of life are critical to a child's Development.

05.02 Describe adult-child interactions during infancy and early childhood that promote healthy emotional and social development.

05.03 Relate brain research findings to the care of children ages 0-3 by parents and other caregivers.

05.04 Develop stimulation activities that are age appropriate for children ages 0-3.

06.0 Build healthy family relationships. – The student will be able to:

06.01 Demonstrate effective communication skills.

06.02 Explain the importance of and cite examples of teamwork within the family.

06.03 Plan family activities that encourage stability and interaction.

06.04 Apply the decision making process to problem solving.

06.05 Recognize the components of positive conflict resolution.

06.06 Explore available resources for healthy family support within the community.

07.0 Develop strategies for managing stress, conflict and crisis. – The student will be able to:

07.01 Analyze the positive and negative effects of divorce and remarriage on family members.

07.02 Analyze and develop techniques for coping with aging, illness, death and dying.

07.03 Plan ways of managing stress as it relates to time finances, and unemployment.

07.04 Recognize and develop coping and prevention techniques for peer pressure, suicide, domestic violence, child abuse and neglect.

07.05 Identify addictive and destructive behaviors and organize a plan for prevention and rehabilitation.

CTE Standards and Benchmarks

| | |
|-------|---|
| 08.0 | Assess the importance of balancing work and family. – The student will be able to: |
| 08.01 | Analyze the responsibilities of family members. |
| 08.02 | Identify factors that endanger personal and family safety, and formulate preventive actions. |
| 08.03 | Describe the needs and care requirements of elderly family members. |
| 08.04 | Describe the needs and care requirements of children of working parents including latchkey children and childcare options. |
| 08.05 | Research the availability of flexible work schedules and its benefits to the family. |
| 09.0 | Evaluate external forces that impact the family. – The student will be able to: |
| 09.01 | Compare, select and use current technology for the family. |
| 09.02 | Assess the positive and negative effects of the media as it relates to family life. |
| 09.03 | Describe the interrelationship between school and family. |
| 09.04 | Research current laws regarding the family and their effects on member's rights, privileges and responsibilities. |
| 09.05 | Evaluate the cause and effect relationship of the economy on financial independence of families. |
| 09.06 | Assess the impact of family mobility in today's society. |
| 10.0 | Demonstrate leadership and organizational skills. – The student will be able to: |
| 10.01 | Identify and utilize the FCCLA planning process. |
| 10.02 | Demonstrate leadership roles and organizational responsibilities. |
| 10.03 | Identify roles, responsibilities of members of professional, community service organizations including career, and technical student organizations. |
| 10.04 | Work cooperatively as a group member to achieve organizational goals. |
| 10.05 | Discuss the establishment and history of the FCCLA organization. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Family and Consumer Sciences (FACS) Essentials
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

| | |
|-----------------------|--|
| Program Number | 8500365 |
| CIP Number | 09200118PA |
| Grade Level | 9-12 |
| Standard Length | 1 credit |
| Teacher Certification | Refer to the <u>Course Structure</u> section. |
| CTSO | FCCLA |

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.

The content includes but is not limited to food preparation and nutrition, housing, consumer and personal finance, apparel selection and care, parenting skills, healthy relationships, leadership skills, and employability skills.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

| Course Number | Course Title | Teacher Certification | Length | Level | Graduation Requirement |
|---------------|--|--|--------|-------|------------------------|
| 8500365 | Family and Consumer Sciences (FACS) Essentials | FAM CON SCI FASH TECH 7 G INT DES 7 G CULINARY 7 G PRESCH ED L | 1 | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.

10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate leadership skills.
- 02.0 Demonstrate food preparation and nutrition knowledge and skills.
- 03.0 Examine trends in consumer and personal finance.
- 04.0 Demonstrate ways to create, design, and manage a comfortable living space.
- 05.0 Analyze apparel decisions for individuals and families.
- 06.0 Demonstrate an understanding of relationships throughout the life cycle.
- 07.0 Analyze parenting roles across the life span.
- 08.0 Demonstrate employability skills as they relate to careers.

**Florida Department of Education
Student Performance Standards**

Course Title: Family and Consumer Sciences (FACS) Essentials
Course Number: 8500365
Course Credit: 1

Course Description:

The purpose of this course is to prepare students for life through leadership roles, positive relationships, managing living spaces, financial literacy, nutrition, meal planning and preparation, parenting responsibilities, personal and professional etiquette and dress, and employability skills. By the end of this course, students will have the knowledge needed to be an independent and productive world citizen.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Demonstrate leadership skills. -- The student will be able to: |
| 01.01 | Identify roles and responsibilities of members of professional and community service organizations, including career and technical student organizations. |
| 01.02 | Work cooperatively as a group member to achieve organizational goals. |
| 01.03 | Demonstrate leadership roles and organizational responsibilities. |
| 01.04 | Identify and utilize the FCCLA planning process. |
| 01.05 | Discuss the establishment and history of the FCCLA organization. |
| 02.0 | Demonstrate food preparation and nutrition knowledge and skills. -- The student will be able to: |
| 02.01 | Analyze the need for meal planning on the basis of a changing lifestyle. |
| 02.02 | Practice the basic concepts of meal planning and food preparation. |
| 02.03 | Practice proper measurement techniques. |
| 02.04 | Identify and apply safety and sanitation procedures utilized in the kitchen. |
| 02.05 | Use comparative shopping techniques to plan a meal. |
| 02.06 | Differentiate the trends in food sources related to the social and economic aspects of the family and community. |
| 02.07 | Identify nutrient deficiencies and/or excesses and the impact on personal wellness. |

| | |
|-------|---|
| 02.08 | Interpret current USDA dietary guidelines and food nutrition labels to plan daily food choices and maintain wellness. |
| 02.09 | Assess current technology dealing with meal planning and the purchasing of food. |
| 02.10 | Identify and evaluate food preparation tools and equipment on the basis of function, convenience, safety, and cost. |
| 02.11 | Design and create a two-dimensional image or three-dimensional model representing knowledge of meal planning and food preparation. |
| 03.0 | Examine trends in consumer and personal finance. -- The student will be able to: |
| 03.01 | Identify needs versus wants. |
| 03.02 | Explore current technology in the banking industry, such as record keeping, managing resources, and electronic money transactions. |
| 03.03 | Identify services, functions and fees of financial institutions. |
| 03.04 | Prepare a budget using financial literacy and money management strategies. |
| 03.05 | Identify the components of a paycheck and explain payroll deductions. |
| 03.06 | Explain the difference between gross and net income. |
| 03.07 | Analyze the concept of identity theft, fraud and privacy issues with on-line banking, purchasing and various forms of solicitation. |
| 03.08 | Differentiate the types, sources and uses of credit and its impact on credit scores. |
| 03.09 | Explain the basic principles of taxation and forms. |
| 03.10 | Evaluate the cost of various transportation options. |
| 03.11 | Research the various types of insurance needs (e.g., home, rental, auto, life, medical, etc.). |
| 04.0 | Demonstrate ways to create, design, and manage a comfortable living space. -- The student will be able to: |
| 04.01 | Identify, compare and contrast a variety of available housing options. |
| 04.02 | Demonstrate ecological awareness by recycling, reusing, and reducing supplies and materials. |
| 04.03 | Demonstrate responsible decision-making strategies when purchasing new or used technology and energy efficient resource. |
| 04.04 | Compare obligations of renting versus owning. |
| 04.05 | Recognize and design a preventative maintenance plan. |
| 04.06 | Design, create, and present a project using the knowledge of elements and principles of design. |

| | |
|-------|--|
| 05.0 | Analyze apparel decisions for individuals and families. -- The student will be able to: |
| 05.01 | Evaluate textiles and fabrics, including natural and manufactured fibers |
| 05.02 | Analyze the various methods of shopping and purchasing for personal needs. |
| 05.03 | Demonstrate knowledge in selecting appropriate wardrobe for various occasions. |
| 05.04 | Identify and practice various techniques for clothing care. |
| 05.05 | Analyze and design a personal wardrobe using elements and principles of design. |
| 06.0 | Demonstrate an understanding of relationships throughout the life cycle. -- The student will be able to: |
| 06.01 | Distinguish between the types of communication, i.e., social media, texting, nonverbal, etc. |
| 06.02 | Demonstrate effective communication skills that promote positive self-esteem. |
| 06.03 | Analyze the impact of technology on family and peer relationships. |
| 06.04 | Recognize signs of unhealthy relationships and identify community resources for assistance. |
| 06.05 | Identify the purposes and responsibilities of dating. |
| 06.06 | Recognize the components of positive conflict resolution. |
| 06.07 | Demonstrate coping techniques for stress management. |
| 07.0 | Analyze parenting roles across the life span. -- The student will be able to: |
| 07.01 | Define parenting and discuss the expectations of parenthood. |
| 07.02 | Analyze and evaluate parenting responsibilities. |
| 07.03 | Determine strategies for a successful work-life balance. |
| 07.04 | Explain cultural difference of parenting. |
| 07.05 | Identify criteria for selecting care and services for children. |
| 08.0 | Demonstrate employability skills as they relate to careers. --The student will be able to: |
| 08.01 | Research a job, create a resume, complete an application and write a follow-up letter. |
| 08.02 | Practice professional etiquette and soft skills, using a positive work ethic. |
| 08.03 | Demonstrate effective interviewing skills. |

08.04 Identify the benefits of managing time.

08.05 Design a plan to achieve short and long-term personal goals.

08.06 Demonstrate decision-making and problem solving processes and techniques used in the workplace.

08.07 Research and construct a visual presentation of a career choice.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

This course is designed for one year with a possible exit at the semester and may be taught in a non-sequential order.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

Program Title: Life Management Skills
Program Type: Non Career Preparatory
Career Cluster: Human Services

Secondary – Non Career Preparatory

| | |
|-----------------------|--|
| Program Number | 8502000 |
| CIP Number | 0920010600 |
| Grade Level | 9-12 |
| Standard Length | .5 credit |
| Teacher Certification | Refer to the <u>Course Structure</u> section. |
| CTSO | FCCLA |

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.

The content includes but is not limited to positive emotional, social, physical, and intellectual development of the individual; marriage and skill based relationship education; family and community; consumer education; nutrition; cardiopulmonary resuscitation (CPR); hazards of smoking; substance education; breast and testicular self-examination and cancer detection; human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and other sexually transmitted diseases; and benefits of sexual abstinence, and consequences of teenage pregnancy.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

| Course Number | Course Title | Teacher Certification | Length | Level | Graduation Requirement |
|---------------|------------------------|--|--------|-------|------------------------|
| 8502000 | Life Management Skills | REG NURSE 7G PRAC NURSE @7 %7%G FAM CON SC 1 HEALTH 6 | .5 | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.

12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate skills contributing to positive emotional development and effective personal relationships.
- 02.0 Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life.
- 03.0 Apply principles of nutrition to food choices.
- 04.0 Discuss first aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR).
- 05.0 Determine the physical, mental, emotional, social, economic, and legal consequences of use, misuse and abuse of tobacco, nicotine, alcohol, and drugs on the individual, family, and community.
- 06.0 Identify the self-examination procedures used for breast and testicular cancer detection.
- 07.0 Recognize the effects of human immunodeficiency virus (HIV) acquired immunodeficiency syndrome and sexually transmitted infections (STIs) and assess their consequences on the individual, family, and community.
- 08.0 Identify the benefits of sexual abstinence and consequences of teenage pregnancy.
- 09.0 Discuss parenting roles and responsibilities.
- 10.0 Demonstrate leadership and organizational skills.

Florida Department of Education
Student Performance Standards

Course Title: Life Management Skills
Course Number: 8502000
Course Credit: .5

Course Description:

The purpose of this course is to prepare students to make healthy choices regarding personal development and interpersonal relationships.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Demonstrate skills contributing to positive emotional development and effective personal relationships. – The student will be able to: |
| 01.01 | Examine the effects of self-esteem on personal development. |
| 01.02 | Demonstrate effective communication skills. |
| 01.03 | Identify attitudes and behaviors for establishing and maintaining interpersonal relationships. |
| 01.04 | Develop strategies for conflict resolution. |
| 01.05 | Determine the effect of personal relationship skills on the individual, family, and community. |
| 01.06 | Design a plan to achieve personal goals. |
| 01.07 | Incorporate decision-making skills into personal development. |
| 01.08 | Assess coping techniques for stress management. |
| 01.09 | Analyze the symptoms of suicide and intervention techniques. |
| 02.0 | Integrate responsible consumer decisions and management techniques to enhance the quality of personal and family life. – The student will be able to: |
| 02.01 | Interpret consumer rights and responsibilities. |
| 02.02 | Evaluate advertising techniques. |
| 02.03 | Identify the components of a paycheck and explain payroll deductions in relation to income tax. |
| 02.04 | Prepare a budget using financial literacy and money management strategies. |
| 02.05 | Explore current technology in the banking industry, such as record keeping, managing resources, and electronic money transactions. |

CTE Standards and Benchmarks

| | |
|-------|---|
| 02.06 | Differentiate the types, sources, and uses of credit and its impact on credit scores. |
| 03.0 | Apply principles of nutrition to food choices. – The student will be able to: |
| 03.01 | Identify dietary guidelines that promote and maintain good health. |
| 03.02 | Describe the functions and food sources of essential nutrients. |
| 03.03 | Plan nutritious meals and snacks using the USDA dietary guidelines. |
| 03.04 | Interpret food labeling. |
| 03.05 | Analyze signs and symptoms of eating disorders. |
| 04.0 | Discuss first aid for foreign body airway obstruction (FBAO) and cardiopulmonary resuscitation (CPR). – The student will be able to: |
| 04.01 | Explore emergency relief techniques on a person with an obstructed airway. |
| 04.02 | Explore cardiopulmonary resuscitation (CPR). |
| 04.03 | Identify first aid and CPR certification training opportunities in the community. |
| 05.0 | Determine the physical, mental, emotional, social, economic and legal consequences of use, misuse and abuse of tobacco, nicotine, alcohol and drugs on the individual, family and community. – The student will be able to: |
| 05.01 | Evaluate the effects that legal and illegal substance use, misuse and abuse can have on the individual, family and community. |
| 05.02 | Evaluate the legal ramifications of substance abuse. |
| 05.03 | Identify community agencies where help is available for substance abusers and victims of substance abuse. |
| 06.0 | Identify the self-examination procedures used for breast and testicular cancer detection. – The student will be able to: |
| 06.01 | Identify the signs and symptoms of cancer. |
| 06.02 | Explain self-examination procedures for breast and testicular cancer. |
| 07.0 | Recognize the effects of human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS) and sexually transmitted infections (STIs) and assess their consequences on the individual, family and community. – The student will be able to: |
| 07.01 | Identify the ways in which HIV, AIDS, and other STIs can be contracted and prevented. |
| 07.02 | Identify the signs and symptoms of HIV, AIDS, and other STIs. |
| 07.03 | Analyze the individual's responsibility for a healthy lifestyle that reduces the risk of HIV, AIDS, and STIs. |
| 07.04 | Identify community agencies where accurate information about HIV, AIDS and other STIs is available. |

CTE Standards and Benchmarks

08.0 Examine family planning strategies. – The student will be able to:

08.01 Identify the benefits of sexual abstinence.

08.02 Identify the disadvantages of teenage pregnancy.

08.03 Examine methods of contraception.

09.0 Discuss parenting roles and responsibilities. – The student will be able to:

09.01 Define parenting.

09.02 Describe the expectations of parenthood.

09.03 Identify real world responsibilities/skills needed by parents.

09.04 Determine how conflict resolution/communication can be used within a parenting situation.

10.0 Demonstrate leadership and organizational skills. – The student will be able to:

10.01 Identify roles and responsibilities of member of professional and community services organizations, including career and technical student organizations.

10.02 Demonstrate leadership roles and organizational responsibilities.

10.03 Identify and utilize the FCCLA planning process.

10.04 Work cooperatively as a group member to achieve organizational goals.

10.05 Discuss the establishment and history of the FCCLA organization.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

Targeted goals are written in accordance with Florida Statute 1003.43 general requirements for high school graduation/life management skills. The framework reflects the philosophy of family and consumer sciences.

Activities may provide opportunities to utilize equipment such as, CPR mannequins, human anatomy models, computers, a television and VCR/DVD player, and equipment in the food laboratory.

The concept of management is an integral part of the course and should be reflected in the facility, equipment, instructional materials and learning experiences.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

Family, Career and Community Leaders of America (FCCLA) is the inter-curricular career and technical student organization 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

Program Title: Dry Cleaning and Laundering
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

| | |
|----------------------------|---|
| Program Number | 8733000 |
| CIP Number | 0619099900 |
| Grade Level | 9-12 |
| Standard Length | 3 credits |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 51-6011 Laundry and Dry-cleaning workers |

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.

The purpose of this program is to prepare students for employment as laundry and dry-cleaning machine operators (SOC 51-6011), laundry and dry cleaning workers (SOC 51-6011), spotters (SOC 51-6011), leather cleaners, all-around pressers (SOC 51-6021), and hand pressers (SOC 51-6021).

The content includes but is not limited to communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and skills needed to operate and manage dry cleaning plants including receiving, cleaning, repairing and returning garments to customers.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction totaling three credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|---------------|-------------------------------|----------------------------------|----------|----------|-------|------------------------|
| 8733010 | Dry Cleaning and Laundering 1 | DRY CLEAN 7 G FAB MAINT @7 7G | 1 credit | 51-6011 | 2 | |
| 8733020 | Dry Cleaning and Laundering 2 | | 1 credit | | 2 | |
| 8733030 | Dry Cleaning and Laundering 3 | | 1 credit | | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate understanding of procedures of orientation and safety.
- 02.0 Use and maintain spotting equipment and tools.
- 03.0 Identify fibers and fabrics.
- 04.0 Identify and test fabric and dyestuffs.
- 05.0 Demonstrate understanding of chemicals and formulas.
- 06.0 Identify stains.
- 07.0 Remove stains.
- 08.0 Explain properties and uses of petroleum and synthetic solvents.
- 09.0 Operate synthetic washer-extractors.
- 10.0 Operate reclaiming tumblers.
- 11.0 Operate filters.
- 12.0 Demonstrate troubleshooting skills.
- 13.0 Understand proper operation of stills.
- 14.0 Operate pumps at maximum efficiency.
- 15.0 Clean garments.
- 16.0 Perform routine maintenance.
- 17.0 Adjust and operate utility pressers.
- 18.0 Adjust and operate mushroom and automatic pants topper.
- 19.0 Adjust and operate automatic leggers.
- 20.0 Operate form finishers.
- 21.0 Finish slacks and shirts.
- 22.0 Finish coats.
- 23.0 Finish trousers.
- 24.0 Finish dresses.
- 25.0 Finish children's garments.
- 26.0 Finish pleats and knitted garments.
- 27.0 Finish silk.
- 28.0 Inspect garments.

Florida Department of Education
Student Performance Standards

Course Title: Dry Cleaning and Laundering 1
Course Number: 8733010
Course Credit: 1

Course Description:

This course will include orientation on safety, spotting, stain removal and employability skills.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Demonstrate understanding of procedures of orientation and safety. – The student will be able to: |
| 01.01 | Define objectives of the course. |
| 01.02 | Explain safety procedures. |
| 01.03 | Explain school/class procedures. |
| 01.04 | Explain the control limitations. |
| 01.05 | Check the basket for burrs and pins. |
| 01.06 | Demonstrate the ability to adjust the loading doors. |
| 01.07 | Define faulty pump. |
| 02.0 | Use and maintain spotting equipment and tools.– The student will be able to: |
| 02.01 | Identify the spotter's equipment and tools. |
| 02.02 | Utilize the spotter's equipment and tools. |
| 02.03 | Provide a written list of tools and equipment |
| 03.0 | Identify fibers and fabrics.– The student will be able to: |
| 03.01 | Identify fibers and fabrics. |
| 03.02 | Explain methods of fabric construction. |

CTE Standards and Benchmarks

03.03 Explain the characteristics of fibers.

03.04 Demonstrate burning tests for fiber content.

04.0 Identify and test fabrics and dyestuffs. – The student will be able to:

04.01 Identify dyestuffs.

04.02 Explain the composition of dyestuffs.

04.03 Determine proper cleaning procedure for fabrics and dyes.

05.0 Demonstrate understanding of chemicals and formulas. – The student will be able to:

05.01 Explain the chemical properties of a formula and its effect on fabrics.

05.02 Provide a written list of formulas used in spotting.

05.03 Provide a written list of spotting agents.

06.0 Identify stains. – The student will be able to:

06.01 Define methods of stain identification.

06.02 Provide a written list of the various methods of stain identification.

07.0 Remove stains. – The student will be able to:

07.01 Identify a stain.

07.02 Demonstrate methods for removing stains.

08.0 Explain properties and uses of petroleum and synthetic solvents. – The student will be able to:

08.01 Write a brief history on the development of petroleum solvent.

08.02 Provide a written list of the methods for refining petroleum solvents.

08.03 Write the specifications for petroleum solvents.

08.04 Provide a written list of the properties of a synthetic solvent.

08.05 Provide a written list of the methods for making a synthetic solvent.

**Florida Department of Education
Student Performance Standards**

Course Title: Dry Cleaning and Laundering 2
Course Number: 8733020
Course Credit: 1

Course Description:

This course provides instruction and laboratory experience in operation of dry cleaning and laundry machines.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 09.0 | Operate synthetic washer-extractors. – The student will be able to: |
| 09.01 | Demonstrate the ability to set controls on the machine. |
| 09.02 | Demonstrate the ability to load the machine with solvent. |
| 09.03 | Demonstrate the ability to operate a machine manually. |
| 10.0 | Operate reclaiming tumblers. – The student will be able to: |
| 10.01 | Safely operate a tumbler. |
| 10.02 | Demonstrate the ability to control the temperature on a tumbler. |
| 10.03 | Demonstrate the ability to operate a drying cabinet. |
| 11.0 | Operate filters. – The student will be able to: |
| 11.01 | Demonstrate the ability to operate filters. |
| 11.02 | Explain the operation of cookers and stills. |
| 11.03 | Explain filter maintenance methods. |
| 12.0 | Demonstrate troubleshooting skills. – The student will be able to: |
| 12.01 | Explain the use of the filter pressure gauge. |
| 12.02 | Explain plugged screens, tubes or bags. |
| 12.03 | Steam clean and boil screens, tubes, or cleaning bags. |

CTE Standards and Benchmarks

12.04 Describe in writing the properties of a distilling solvent.

12.05 Exhibit the ability to operate the pump on a filter.

13.0 Understand proper operation of stills. – The student will be able to:

13.01 Explain the causes for slow-down in distilling solvent.

13.02 List factors of a worn out pump.

13.03 Explain vacuum leak.

13.04 Explain a steam or water leak.

13.05 Define vacuum still pressure.

13.06 Explain how to clean dirty heating tubes.

13.07 Determine a faulty steam trap.

13.08 Diagnose an odor in a distilled solvent.

14.0 Operate pumps at maximum efficiency. – The student will be able to:

14.01 Demonstrate the reducing or no flow of solvent.

14.02 Define the loss of pump prime.

14.03 Identify position of the valve in either a suction or discharge line.

14.04 Determine the clogged strainers in suction lines.

14.05 Determine the solvent level in tanks below the pump lines.

14.06 Explain a slipping pump drive belt.

14.07 Explain a pressure relief valve, open on gear pumps.

14.08 Explains lint build up on the impeller in the pump.

15.0 Clean garments. – The student will be able to:

15.01 Demonstrate understanding of causes for excessive redeposit.

15.02 Explain insufficient filter flow rate.

CTE Standards and Benchmarks

15.03 Define improper garment classification.

15.04 Explain dissolved garment classification.

15.05 Define causes for excessive oils or greases in solvents.

15.06 Write causes for wrinkles occurring in dry-cleaning.

15.07 Diagnose causes for garment streaks, slow drying, or spotting rings.

15.08 Determine the reason for objectionable odors.

15.09 Define bleeding of dyes.

15.10 Describe dye or soil pick-up in local areas.

15.11 Explain restoration procedures of insoluble soil.

15.12 Demonstrate the method for softening plastic-coated fabrics.

16.0 Perform routine maintenance. – The student will be able to:

16.01 Determine causes of machine malfunction.

16.02 Perform preventative maintenance.

16.03 Perform shop housekeeping duties.

16.04 Explain and demonstrate proper handling and storage of flammable and/or toxic materials.

Florida Department of Education
Student Performance Standards

Course Title: Dry Cleaning and Laundering 3
 Course Number: 8733030
 Course Credit: 1

Course Description:

This course will provide instruction and laboratory experience in operation of pressing and finishing machines.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 17.0 | Adjust and operate utility pressers. – The student will be able to: |
| 17.01 | Write specifications for the utility press. |
| 17.02 | Demonstrate ability to operate the utility press. |
| 17.03 | Perform maintenance procedure. |
| 17.04 | Demonstrate variable pressure operation. |
| 17.05 | Demonstrate the iron attachment. |
| 18.0 | Adjust and operate mushroom and automatic pants topper. – The student will be able to: |
| 18.01 | State specifications for the topper press. |
| 18.02 | Demonstrate the operation of the pants topper. |
| 18.03 | Explain the timer on an automatic topper press. |
| 18.04 | Demonstrate programmer adjustment procedures on the topper. |
| 19.0 | Adjust and operate automatic leggers. – The student will be able to: |
| 19.01 | State specifications for the automatic legger. |
| 19.02 | Demonstrate the operation of the legger. |
| 19.03 | Define the timer on the legger. |

CTE Standards and Benchmarks

19.04 Demonstrate the mechanical adjustment of the legger.

20.0 Operate form finishers. – The student will be able to:

20.01 List specifications for the form finisher.

20.02 Exhibit steps for the timer on a form finisher.

20.03 Demonstrate the operation of the form finisher.

20.04 Perform the steps for finishing a coat.

20.05 Perform the steps for finishing a dress.

21.0 Finish slacks and skirts. – The student will be able to:

21.01 Demonstrate steps necessary to place back, left hip of slacks on mushroom press.

21.02 Describe steps necessary to place back, right hip of slacks on mushroom press.

21.03 Demonstrate steps necessary to place front, right hip of slacks on press.

21.04 Demonstrate steps necessary to place front, left hip of slacks on press.

21.05 State the methods of legging slacks on regular press.

21.06 Demonstrate the methods necessary when finishing skirts.

22.0 Finish coats. – The student will be able to:

22.01 Exhibit procedures for finishing coats on a form finisher and utility press.

22.02 Demonstrate steps in finishing sleeves on coats.

22.03 Exhibit methods of finishing coat collars.

22.04 Demonstrate steps in finishing the front left shoulder and sleeve head.

22.05 Exhibit steps in finishing front lay.

22.06 Demonstrate methods of finishing lapels.

22.07 Demonstrate steps in finishing linings.

23.0 Finish trousers. – The student will be able to:

CTE Standards and Benchmarks

| | |
|-------|--|
| 23.01 | Demonstrate procedures in topping trousers on upright presser. |
| 23.02 | Demonstrate steps in finishing trouser tops or waistbands. |
| 23.03 | Demonstrate steps in finishing pockets on trousers. |
| 23.04 | Demonstrate steps in finishing left legs of trousers. |
| 23.05 | Demonstrate steps in finishing right legs of trousers |
| 24.0 | Finish dresses. – The student will be able to: |
| 24.01 | Demonstrate operations for finishing sleeves on dresses. |
| 24.02 | Demonstrate steps in finishing collars and lapels on dresses. |
| 24.03 | Demonstrate process of finishing blouses. |
| 24.04 | Demonstrate steps for finishing skirts or dresses. |
| 25.0 | Finish children's garments. – The student will be able to: |
| 25.01 | Demonstrate methods of finishing a sleeve on a child's coat. |
| 25.02 | Demonstrate steps in finishing collars and trim. |
| 25.03 | Demonstrate steps in finishing fronts and backs of coats. |
| 25.04 | Demonstrate methods of finishing trousers. |
| 25.05 | Exhibit techniques for finishing boys' and girls' jackets. |
| 26.0 | Finish pleats and knitted garments. – The student will be able to: |
| 26.01 | Demonstrate steps for finishing pleats. |
| 26.02 | Demonstrate procedures for finishing pleats on the sleeve board. |
| 26.03 | Demonstrate methods for finishing pleats on the utility press. |
| 26.04 | Demonstrate methods for finishing knitted garments. |
| 26.05 | Perform methods for measuring knitted garments before and after finishing. |
| 26.06 | List methods of handling finished knitted garments. |

CTE Standards and Benchmarks

27.0 Finish silk. – The student will be able to:

27.01 Finish sleeves on the sleeve puff iron.

27.02 Finish a skirt on the long press.

27.03 Finish collars and lapels.

27.04 Demonstrate steps in touch-up of finished garments.

28.0 Inspect garments. – The student will be able to:

28.01 Demonstrate methods of inspection.

28.02 Define points of inspection in the order in which work has processed through various departments.

28.03 State processes for inspecting garments that need special attention.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

Students may concentrate in the areas of pressing/finishing by completing outcomes 1 and 16-31 or as a spotter cleaner by completing outcomes 1-15 and 29-30.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

**Florida Department of Education
Curriculum Framework**

Program Title: **Barbering**
Program Type: **Career Preparatory**
Career Cluster: **Human Services**

Secondary – Career Preparatory

| | |
|----------------------------|---|
| Program Number | 8757100 |
| CIP Number | 0612040200 |
| Grade Level | 9-12 |
| Standard Length | 8 credits |
| Teacher Certification | <u>Refer to the Program Structure section.</u> |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5011 Barbers |

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.

The purpose of this program is to prepare students for employment as barbers (SOC 39-5011). Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction totaling eight credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|---------------|--------------|-----------------------|----------|----------|-------|------------------------|
| 8757110 | Barbering 1 | BARBERING 7 G | 1 credit | 39-5011 | 2 | PA |
| 8757120 | Barbering 2 | | 1 credit | | 2 | PA |
| 8757130 | Barbering 3 | | 1 credit | | 2 | |
| 8757140 | Barbering 4 | | 1 credit | | 2 | |
| 8757150 | Barbering 5 | | 1 credit | | 2 | |
| 8757160 | Barbering 6 | | 1 credit | | 2 | |
| 8757170 | Barbering 7 | | 1 credit | | 2 | PA |
| 8757180 | Barbering 8 | | 1 credit | | 2 | PA |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Barbers' Board

Please refer to **61G3-16.001 F.A.C.** for educational and training requirements.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

Florida Department of Education
Student Performance Standards

Course Title: **Barbering 1**
Course Number: **8757110**
Course Credit: **1**

Course Description: This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Demonstrate safe, sanitary and efficient work practices. – The student will be able to: |
| 01.01 | Observe and apply sanitation and shop safety rules and practices in all skill procedures. |
| 01.02 | Set up and operate equipment and utilize materials. |
| 01.03 | Clean and maintain implements and equipment. |
| 01.04 | Demonstrate professional ethics with clients and co-workers. |
| 01.05 | Analyze and recognize hair, skin and scalp conditions. |
| 01.06 | Analyze hair, skin and scalp products using pH scale. |
| 01.07 | Identify the histology of skin and hair. |
| 01.08 | Exhibit professional occupational skills. |
| 01.09 | Determine the need for and perform corrective services. |
| 02.0 | Identify and perform shampoo/hair conditioners and scalp treatment. – The student will be able to: |
| 02.01 | Prepare the client for service. |
| 02.02 | Analyze and recognize hair and scalp condition. |
| 02.03 | Select and recommend appropriate professional products. |
| 02.04 | Apply shampoo and manipulate to cleanse hair and scalp. |
| 02.05 | Rinse shampoo thoroughly from hair and scalp. |
| 02.06 | Select professional products, understanding the importance of professional product recommendations and product use. |

CTE Standards and Benchmarks

02.07 Apply treatment or conditioner according to manufacturer's directions.

02.08 Perform scalp manipulation, if required.

02.09 Set up and operate electrical equipment as required (high frequency currents, ultra violet, or infrared rays).

02.10 Remove conditioner or treatment, if required.

03.0 Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. – The student will be able to:

03.01 Prepare the client and determine needs and desires (consultation).

03.02 Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements).

03.03 Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends.

03.04 Edge and clean neckline with razor, clipper, or shears.

03.05 Check completed cut.

03.06 Sanitize cutting implements using Universal Sanitation Procedures.

**Florida Department of Education
Student Performance Standards**

Course Title: **Barbering 2**
Course Number: **8757120**
Course Credit: **1**

Course Description: This course is designed to provide competencies in hair styling.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 04.0 | Identify and perform hair styles. – The student will be able to: |
| 04.01 | Prepare client and determine needs and desired style (consultation). |
| 04.02 | Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves). |
| 04.03 | Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, and etc. |
| 04.04 | Comb out into desired style. |
| 04.05 | Utilize braiding technique. |

Course Title: **Barbering 3**
Course Number: **8757130**
Course Credit: **1**

Course Description: This course is designed to provide competencies in mustache and beard design.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 05.0 | Identify and perform mustache and beard design. – The student will be to: |
| 05.01 | Prepare the client. |
| 05.02 | Demonstrate suitable mustache and/or beard design and cutting based on facial structure. |
| 05.03 | Demonstrate trimming a mustache or trimming a beard. |
| 05.04 | Demonstrate the ability to use and explain professional beard products and sanitation procedures. |

Florida Department of Education
Student Performance Standards

Course Title: Barbering 4
Course Number: 8757140
Course Credit: 1

Course Description: This course is designed to provide competencies in shaving.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 06.0 | Demonstrate shaving the face. – The student will be able to: |
| 06.01 | Prepare patron for shaving. |
| 06.02 | Perform the shaving of the patron's face. |
| 06.03 | Perform the final cleansing of face and neck. |

Course Title: Barbering 5
Course Number: 8757150
Course Credit: 1

Course Description: This course is designed to provide the student with an opportunity to develop competencies in basic science and facial treatments.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 07.0 | Demonstrate appropriate understanding of basic science. – The student will be able to: |
| 07.01 | Identify health-related problems, which may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials. |
| 07.02 | Understand molecular reactions of the skin and hair as a result of physical and chemical changes. |
| 07.03 | Draw conclusions or make inferences from data. |
| 08.0 | Identify and perform facial treatments. – The student will be able to: |

CTE Standards and Benchmarks

08.01 Prepare the patron.

08.02 Diagnose and identify skin condition.

08.03 Assemble supplies and equipment.

08.04 Cleanse face and neck.

08.05 Perform designated treatment (mechanical or manual).

08.06 Perform final cleansing of face and neck.

Course Title: **Barbering 6**
Course Number: **8757160**
Course Credit: **1**

Course Description: This course is designed to provide the student with employability skills, state board laws, and hairpieces/wigs/hair attachments.

CTE Standards and Benchmarks

09.0 Demonstrate knowledge of professional development (employability skills). – The student will be able to:

09.01 Perform safety and health practices applicable to the practice of barbering.

09.02 Locate opportunities for employment through social media, job sites on the internet, and word of mouth.

09.03 Understand practical application of the license to the job market.

09.04 Demonstrate employment seeking skills.

09.05 Demonstrate appropriate work behavior.

09.06 Understand and project a professional image.

09.07 Work individually and cooperatively as a member of regular or culturally diverse team.

09.08 Utilize communication skills applicable to the industry.

09.09 Utilize math skills applicable to the industry.

09.10 Demonstrate how to adapt to change.

CTE Standards and Benchmarks

09.11 Demonstrate knowledge of the need to balance personal and professional life.

09.12 Demonstrate the ability to properly facilitate the use of business resources and energy in a practical manner.

09.13 Explain how technology has become a practical part of the barbering industry and demonstrate applications.

10.0 Demonstrate knowledge of Florida Law and State Board requirements. – The student will be able to:

10.01 Demonstrate working knowledge of Florida Law, Chapter 476.

10.02 Demonstrate Universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome.

10.03 Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200.

11.0 Demonstrate an understanding of entrepreneurship. – The student will be able to:

11.01 Define entrepreneurship.

11.02 Describe the importance of entrepreneurship to the American economy.

11.03 Identify advantages and disadvantages of business ownership as related to the barbering industry.

11.04 Identify the necessary personal characteristics of a successful entrepreneur.

11.05 Identify the business skills needed to operate a small business efficiently and effectively.

Course Title: Barbering 7

Course Number: 8757170

Course Credit: 1

Course Description: This course is designed to provide the student with skills in permanent wave, reconstruction curl, and chemical relaxing.

CTE Standards and Benchmarks

12.0 Identify and prepare hair pieces, wigs, and hair attachments. – The student will be able to:

12.01 Determine and identify styles and colors of wigs and hairpieces.

12.02 Measure the head and fit wig or hairpiece.

12.03 Clean, shape, and style to client's features.

CTE Standards and Benchmarks

12.04 Attach and blend hair pieces/extensions into desired style.

13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing. – The student will be able to:

13.01 Prepare client and determine needs and desired style (consultation).

13.02 Analyze hair, check scalp.

13.03 Select appropriate solution strength according to hair texture, desired results.

13.04 Perform shampoo and shaping as required.

13.05 Apply protective cream or lotion.

13.06 Apply rearranger or straightener as required for desired results following curl or chemical relaxer.

13.07 Strand test for straightness if performing reconstruction curl or chemical relaxer.

13.08 Rinse or shampoo according to manufacturer's directions.

13.09 Select rods and wrap hair, if required, according to manufacturer's directions.

13.10 Apply processing solution and process; take test curls.

13.11 Rinse, blot, shampoo, and/or neutralize.

13.12 Remove rods, condition and style; record results.

13.13 Apply leave-on treatment, if required. Record results.

Florida Department of Education
Student Performance Standards

Course Title: Barbering 8
Course Number: 8757180
Course Credit: 1

Course Description: This course is designed to provide the student with skills in coloring and a basic understanding of entrepreneurship.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 14.0 | Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. – The student will be able to: |
| 14.01 | Perform patch test (pre-disposition), if required. |
| 14.02 | Prepare client; determine needs and desires (consultation). |
| 14.03 | Analyze scalp and hair. |
| 14.04 | Select and assemble appropriate solutions according to hair texture and desired results. |
| 14.05 | Section hair, if required. |
| 14.06 | Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions. |
| 14.07 | Perform strand tests. |
| 14.08 | Identify and perform specialty-coloring techniques. |
| 14.09 | Shampoo before or after applying color according to manufacturer's directions. Record results. |
| 14.10 | Understand molecular reactions as a result of physical and chemical changes. |
| 14.11 | Draw conclusions or make inferences from data. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory

| | |
|----------------------------|---|
| Program Number | 8757300 |
| CIP Number | 0612041004 |
| Grade Level | 9-12 |
| Standard Length | 2 credits |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5092 Manicurists and Pedicurists |

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 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.

Program Structure

This program is a planned sequence of instruction totaling two credits. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|---------------|------------------------------------|---------------------------------|-----------|----------|-------|------------------------|
| 8757210 | Grooming and Salon Services Core 1 | NAIL TEC 7 G COSMETOL @7 7 G | .5 credit | 39-5092 | 2 | PA |
| 8757310 | Nails Specialty 2 | | .5 credit | | 2 | |
| 8757320 | Nails Specialty 3 | | 1 credit | | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology. 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.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

61G5-22.016 Minimum Curriculum for Nail Specialty Training.

| Topic | Hours |
|--|-------|
| Florida Cosmetology laws and rules | 5 |
| HIV/AIDS | 4 |
| Sanitation | 4 |
| Ethics | 2 |
| Nail Theory, Practice, and Related Subjects including nail disorders and disease | 85 |

| Type of Service | Number of Services | Hours Required |
|---------------------------|---------------------------|-----------------------|
| Manicures | 20 | 20 |
| Pedicures | 10 | 10 |
| Tips and Overlay | 15 | 37.5 |
| Sculpting Using A Form | 15 | 37.5 |
| Nail Wraps and/or Mending | 10 | 15 |
| Nail Fill-Ins | 10 | 10 |
| Artificial Nail Removal | 5 | 5 |
| Polishing and Nail Art | 10 | 5 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

**Florida Department of Education
Student Performance Standards**

Course Title: Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description: This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. The student will briefly review entrepreneurship competency.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Identify career opportunities. -- The student will be able to: |
| 01.01 | Identify career opportunities in the nail care industry. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems, and regulatory compliance. – The students will be able to: |
| 02.01 | Describe personal and jobsite standards that maintain a safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary, and efficient work practices. -- The student will be able to: |
| 03.01 | Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and salon. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved hospital levels) in appropriate proportions according to manufacturer’s instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C. |
| 03.04 | Demonstrate cultural awareness of hygiene and socialized differences aby using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 03.06 | Demonstrate and communicate to the client the proper care of hair, skin and nails through cleanliness, nutrition, and healthful living. |

CTE Standards and Benchmarks

| | |
|-------|---|
| 04.0 | Demonstrate language arts knowledge and skills. -- The students will be able to: |
| 04.01 | Locate, comprehend and evaluate key elements of oral and written information. |
| 04.02 | Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary. |
| 04.03 | Present information formally and informally for specific purposes and audiences. |
| 05.0 | Demonstrate mathematics knowledge and skills. -- The students will be able to: |
| 05.01 | Identify math skills as it applies to grooming and salon services. |
| 05.02 | Demonstrate knowledge of arithmetic operations. |
| 05.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| 05.04 | Construct charts/tables/graphs using functions and data. |
| 06.0 | Demonstrate science knowledge and skills. -- The students will be able to: |
| 06.01 | Discuss the role of creativity in constructing scientific questions, methods and explanations. |
| 06.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| 06.03 | Identify science as it applies to decontamination and infection control. |
| 06.04 | Identify chemistry as it applies to products used in the salon. |
| 06.05 | Identify science as it applies to anatomy and physiology. |
| 06.06 | Identify science as it applies to electricity and light therapy to perform appropriate treatment. |
| 07.0 | Explain the importance of employability skill and entrepreneurship skills. -- The students will be able to: |
| 07.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 07.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 07.03 | Examine licensing, registration, and industry credentialing requirements per Chapter 61G5-29, F.A.C. |
| 07.04 | Maintain a career portfolio to document knowledge, skills, and experience. |
| 07.05 | Evaluate and compare employment opportunities that match career goals. |
| 07.06 | Identify and exhibit traits for retaining employment. |

CTE Standards and Benchmarks

07.07 Identify opportunities and research requirements for career advancement.

07.08 Research the benefits of ongoing professional development.

07.09 Examine and describe entrepreneurship opportunities as a career planning option.

07.10 Project a professional image.

07.11 Utilize communication skills applicable to the industry.

07.12 Balance personal and professional life.

07.13 Use and conserve resources and energy.

07.14 Define entrepreneurship-management skills.

07.15 Describe the importance of entrepreneurship to the American economy.

07.16 List the advantages and disadvantages of business ownership.

07.17 Identify the risks involved in ownership of a business.

07.18 Identify the necessary personal characteristics of a successful entrepreneur.

07.19 Identify the business skills needed to operate a small business efficiently and effectively.

08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. -- The students will be able to:

08.01 Employ leadership skills to accomplish organizational goals and objectives.

08.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

08.03 Conduct and participate in meetings to accomplish work tasks.

08.04 Employ mentoring skills to inspire and teach others.

08.05 Apply teamwork procedures and social skills in following rules of professional ethics.

09.0 Demonstrate personal money-management concepts, procedures, and strategies. -- The students will be able to:

09.01 Identify and describe the services and legal responsibilities of financial institutions.

09.02 Describe the effect of money management on personal and career goals.

09.03 Develop a personal budget and financial goals.

CTE Standards and Benchmarks

09.04 Complete financial instruments for making deposits and withdrawals.

09.05 Maintain financial records.

09.06 Read and reconcile financial statements.

09.07 Research, compare and contrast investment opportunities.

10.0 Describe the importance of professional ethics and legal responsibilities. -- The students will be able to:

10.01 Demonstrate working knowledge of Board of Cosmetology Florida Statues, Chapter 477.

10.02 Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS.

10.03 Demonstrate knowledge of the Florida "Right- to-know" Statues, Chapter 442.

10.04 Evaluate and justify decisions based on ethical reasoning.

10.05 Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies.

10.06 Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace.

10.07 Interpret and explain written organizational policies and procedures.

11.0 Describe the roles within teams, departments, organizational systems, and the larger environment. – The students will be able to:

11.01 Describe the nature and types of business organizations.

11.02 Explain the effect of key organizational systems on performance and quality.

11.03 List and describe quality control systems and/or practices common to the workplace.

11.04 Explain the impact of the global economy on business organizations.

12.0 Use information technology tools. -- The students will be able to:

12.01 Use personal information management (PIM) applications to increase workplace efficiency.

12.02 Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing.

12.03 Demonstrate collaborative/groupware applications to facilitate group work.

13.0 Solve problems using critical thinking skills, creativity and innovation. --The students will be able to:

13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.

CTE Standards and Benchmarks

13.02 Employ critical thinking and interpersonal skills to resolve conflicts.

13.03 Identify and document workplace performance goals and monitor progress toward those goals.

13.04 Conduct technical research to gather information necessary for decision-making.

14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. -- The students will be able to:

14.01 Select and demonstrate appropriate concepts and strategies to enhance oral and written communication.

14.02 Locate, organize and reference written information from various sources.

14.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

14.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

14.05 Apply active listening skills to obtain and clarify information.

14.06 Develop and interpret tables and charts to support written and oral communications.

14.07 Exhibit public relations skills that aid in achieving customer satisfaction.

Florida Department of Education
Student Performance Standards

Course Title: 8757310
Course Number: Nails Specialty 2
Course Credit: .5

Course Description: This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 15.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to: |
| 15.01 | Clean and maintain implements by using appropriately mixed chemicals (EPA approved hospital level) and following the procedures for disinfection of tools per Chapter 61G5-20.002, F.A.C. Assemble, set up, and operate equipment according to manufacturer’s instructions. |
| 15.02 | Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. |
| 15.03 | Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. |
| 15.04 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| 15.05 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| 15.06 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| 15.07 | Perform proper procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G). |
| 15.08 | Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. |
| 15.09 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| 15.10 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| 15.11 | Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures. |

CTE Standards and Benchmarks

15.12 Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail.

**Florida Department of Education
Student Performance Standards**

Course Title: 8757320
Course Number: Nails Specialty 3
Course Credit: 1

Course Description: This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

CTE Standards and Benchmarks

| | |
|-------|---|
| 16.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to: |
| 16.01 | Clean and maintain implements by using appropriately mixed chemicals (EPA approved hospital level) and following the procedures for disinfection of tools per Chapter 61G5-20.002, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions. |
| 16.02 | Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. |
| 16.03 | Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. |
| 16.04 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| 16.05 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| 16.06 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| 16.07 | Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G). |
| 16.08 | Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. |
| 16.09 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| 16.10 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| 16.11 | Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures. |

CTE Standards and Benchmarks

16.12 Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

SkillsUSA, Inc. is the inter-curricular career and technical student organization 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory

| | |
|----------------------------|---|
| Program Number | 8757400 |
| CIP Number | 0612040805 |
| Grade Level | 9-12 |
| Standard Length | 2 credits |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |

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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction totaling two credits. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|---------------|------------------------------------|-----------------------|-----------|----------|-------|------------------------|
| 8757210 | Grooming and Salon Services Core 1 | FACIAL TEC 7 G | .5 credit | 39-5094 | 2 | PA |
| 8757410 | Facials Specialty 2 | COSMETOL @7 7 G | .5 credit | | 2 | |
| 8757420 | Facials Specialty 3 | | 1 credit | | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology. 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.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

61G5-22.017 Minimum Curriculum for Facial Specialty Training.

| Topic | Hours |
|--|-------|
| Florida Laws and Rules | 5 |
| HIV and AIDS | 4 |
| Sanitation | 10 |
| Ethics | 2 |
| Basics of Electricity | 8 |
| Facial Techniques and Contraindications | 66 |
| Product Chemistry | 8 |
| Hair Removal | 2.5 |
| Makeup | 2 |
| Skin Theory, Disease and Disorders of the Skin | 85 |

| Type of Service | Number of Services | Hours Required |
|--|---------------------------|-----------------------|
| Facials, manual and mechanical, including masks, packs, or treatments which must be performed on a variety of skin types, including normal, oily, dry, combination, problem, and mature. | 40 | 40 |
| Set up, use, and maintenance of electrical devices. | 5 | 1.25 |
| Hair removal, including tweezing, waxing, threading, and sugaring. | 20 | 5 |
| Makeup applications for both daytime and nighttime looks. | 10 | 5 |
| Lash and brow tinting. | 10 | 5 |
| Eyelash application, including strip lashes, individual lashes, and semi-permanent lashes. | 10 | 10 |
| Manual extractions | 5 | 1.25 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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 Facial Specialty.
- 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, measure and predicted. Demonstrate proper procedure and application of chemicals.

**Florida Department of Education
Student Performance Standards**

Course Title: Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description: This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. The student will briefly review entrepreneurship competency.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Identify career opportunities. – The student will be able to: |
| 01.01 | Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The students will be able to: |
| 02.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary, and efficient work practices. – The student will be able to: |
| 03.01 | Using universal precautions identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer’s instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G-5.002 (2), F.A.C. |
| 03.04 | Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills. – The students will be able to: |

CTE Standards and Benchmarks

04.01 Locate, comprehend and evaluate key elements of oral and written information.

04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

04.03 Present information formally and informally for specific purposes and audiences.

05.0 Demonstrate mathematics knowledge and skills. – The students will be able to:

05.01 Identify math skills as it applies to grooming and salon services.

05.02 Demonstrate knowledge of arithmetic operations.

05.03 Analyze and apply data and measurements to solve problems and interpret documents.

05.04 Construct charts/tables/graphs using functions and data.

06.0 Demonstrate science knowledge and skills. – The students will be able to:

06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.

06.03 Identify science as it applies to decontamination and infection control.

06.04 Identify chemistry as it applies to products used in the salon.

06.05 Identify science as it applies to anatomy and physiology.

06.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment.

07.0 Explain the importance of employability skill and entrepreneurship skills. – The students will be able to:

07.01 Identify and demonstrate positive work behaviors needed to be employable.

07.02 Develop personal career plan that includes goals, objectives, and strategies.

07.03 Examine licensing, certification, and industry credentialing requirements.

07.04 Maintain a career portfolio to document knowledge, skills, and experience.

07.05 Evaluate and compare employment opportunities that match career goals.

07.06 Identify and exhibit traits for retaining employment.

07.07 Identify opportunities and research requirements for career advancement.

CTE Standards and Benchmarks

07.08 Research the benefits of ongoing professional development.

07.09 Examine and describe entrepreneurship opportunities as a career planning option.

07.10 Project a professional image.

07.11 Work individually and cooperatively as a member of a homogenous or culturally diverse team.

07.12 Utilize communication skills applicable to the industry.

07.13 Balance personal and professional life.

07.14 Use and conserve resources and energy.

07.15 Define entrepreneurship-management skills.

07.16 Describe the importance of entrepreneurship to the American economy.

07.17 List the advantages and disadvantages of business ownership.

07.18 Identify the risks involved in ownership of a business.

07.19 Identify the necessary personal characteristics of a successful entrepreneur.

07.20 Identify the business skills needed to operate a small business efficiently and effectively.

08.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to:

08.01 Employ leadership skills to accomplish organizational goals and objectives.

08.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

08.03 Conduct and participate in meetings to accomplish work tasks.

08.04 Employ mentoring skills to inspire and teach others.

09.0 Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to:

09.01 Identify and describe the services and legal responsibilities of financial institutions.

09.02 Describe the effect of money management on personal and career goals.

09.03 Develop a personal budget and financial goals.

09.04 Complete financial instruments for making deposits and withdrawals.

CTE Standards and Benchmarks

| | |
|-------|---|
| 09.05 | Maintain financial records. |
| 09.06 | Read and reconcile financial statements. |
| 09.07 | Research, compare, and contrast investment opportunities. |
| 10.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |
| 10.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| 10.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |
| 10.03 | Demonstrate knowledge of the “Florida Right- to-know” Law, Chapter 442. |
| 10.04 | Evaluate and justify decisions based on ethical reasoning. |
| 10.05 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 10.06 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 10.07 | Interpret and explain written organizational policies and procedures. |
| 11.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to: |
| 11.01 | Describe the nature and types of business organizations. |
| 11.02 | Explain the effect of key organizational systems on performance and quality. |
| 11.03 | List and describe quality control systems and/or practices common to the workplace. |
| 11.04 | Explain the impact of the global economy on business organizations. |
| 12.0 | Use information technology tools. – The students will be able to: |
| 12.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 12.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| 12.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| 12.04 | Employ collaborative/groupware applications to facilitate group work. |
| 13.0 | Solve problems using critical thinking skills, creativity and innovation. – The students will be able to: |

CTE Standards and Benchmarks

13.01 Employ critical thinking skills independently and in teams to solve problems and make decisions.

13.02 Employ critical thinking and interpersonal skills to resolve conflicts.

13.03 Identify and document workplace performance goals and monitor progress toward those goals.

13.04 Conduct technical research to gather information necessary for decision-making.

14.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to:

14.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

14.02 Locate, organize and reference written information from various sources.

14.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

14.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

14.05 Apply active listening skills to obtain and clarify information.

14.06 Develop and interpret tables and charts to support written and oral communications.

14.07 Exhibit public relations skills that aid in achieving customer satisfaction.

Florida Department of Education
Student Performance Standards

Course Title: Facials Specialty 2
Course Number: 8757410
Course Credit: .5

Course Description: This course is designed to provide instruction in competencies in facials and massage.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 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 skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to: |
| 15.01 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| 15.02 | Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. |
| 15.03 | Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| 15.04 | Demonstrate ability and knowledge to properly do a cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. |

**Florida Department of Education
Student Performance Standards**

Course Title: **Facials Specialty 3**
Course Number: **8757420**
Course Credit: **1**

Course Description:

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 16.0 | Perform facials, manipulation, make-up, hair removal and artificial lash application. Identify the proper chemical to be prescribed using an understanding of the chemistry that affects the skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to: |
| 16.01 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. |
| 16.02 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| 16.03 | Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. |
| 16.04 | Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. |
| 16.05 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| 16.06 | Assemble supplies and equipment. |
| 16.07 | Perform a color analysis and facial balance. |
| 16.08 | Apply basic and/or corrective make-up. |
| 16.09 | Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

SkillsUSA, Inc. is the inter-curricular career and technical student organization 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

Course Title: Human Services Cooperative Education OJT
Course Type: Career Preparatory
Career Cluster: Human Services

Secondary – Cooperative Education - OJT

| | |
|-----------------------|--|
| Course Number | 8900420 |
| CIP Number | 07440799CP |
| Grade Level | 9-12, 30, 31 |
| Standard Length | Multiple credits |
| Teacher Certification | Refer to the <u>Course Structure</u> section. |
| CTSO | FCCLA, SkillsUSA |

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 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 cluster.

Each student job placement must be related to the job preparatory program in which the student is enrolled or has completed.

The purpose of this course is to provide the on-the-job training component when the **cooperative method of instruction** is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student **must be compensated** for work performed.

The teacher/coordinator must meet with the site supervisor a minimum of once during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Human Services Cooperative Education - OJT may be taken by a student for one or more semesters. A student may earn multiple credits in this course. The specific student performance standards which the student must achieve to earn credit are specified in the Cooperative Education - OJT Training Plan.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

| Course Number | Course Title | Teacher Certification | Length | Level | Graduation Requirement |
|---------------|--|---|------------------|-------|------------------------|
| 8900420 | Human Services Cooperative Education OJT | HME EC OCC 7 7G FAM CON SC 1 BARBERING 7G COSMETOL @7 7G | Multiple Credits | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Perform designated job skills.
- 02.0 Demonstrate work ethics.

Florida Department of Education
Student Performance Standards

Program Title: Human Services Cooperative Education OJT
Secondary Number: 8900420

| Standards and Benchmarks | |
|---------------------------------|---|
| 01.0 | Perform designated job skills. – The student will be able to: |
| 01.01 | Perform tasks as outlined in the training plan. |
| 01.02 | Demonstrate job performance skills. |
| 01.03 | Demonstrate safety procedures on the job. |
| 01.04 | Maintain appropriate records. |
| 01.05 | Attain an acceptable level of productivity. |
| 01.06 | Demonstrate appropriate dress and grooming habits. |
| 02.0 | Demonstrate work ethics. – The student will be able to: |
| 02.01 | Follow directions. |
| 02.02 | Demonstrate good human relations skills on the job. |
| 02.03 | Demonstrate good work habits. |
| 02.04 | Demonstrate acceptable business ethics. |

Additional Information

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

The **Cooperative Education Manual** is available on-line and has guidelines for students, teachers, employers, parents and other administrators and sample training agreements. It can be accessed on the DOE Website.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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.

Note: postsecondary curriculum and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

Course Title: Human Services Directed Study
Career Cluster: Human Services

Secondary – Career Preparatory

| | |
|-----------------------|---|
| Course Number | 8901000 |
| CIP Number | 0744079901 |
| Grade Level | 11-12 |
| Standard Length | Multiple credits |
| Teacher Certification | Refer to the Course Structure section. |
| CTSO | FCCLA |

Purpose

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Human Services cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

The selected standards and benchmarks, which the student must master to earn credit, must be outlined in an instructional plan developed by the instructor.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary course structure:

| Course Number | Course Title | Teacher Certification | Length | Level | Graduation Requirement |
|---------------|-------------------------------|---|-----------------------------------|-------|------------------------|
| 8901000 | Human Services Directed Study | BARBERING 7G HME EC OCC 7 7G COSMETOL @7 7G FAM CON SC 1 | 1 credit – Multiple credits | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate expertise in a specific occupation contained within the career cluster.
- 02.0 Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results.
- 03.0 Apply enhanced leadership and professional career skills.
- 04.0 Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study.

**Florida Department of Education
Student Performance Standards**

Course Title: Human Services Directed Study
Course Number: 8901000
Course Credit: 1

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 01.0 | Demonstrate expertise in a specific occupation within the career cluster. – The student will be able to: |
| 01.01 | The benchmarks will be selected from the appropriate curriculum frameworks and determined by the instructor based upon the individual students assessed needs. |
| 02.0 | Conduct investigative research on a selected topic related to the career cluster using approved research methodology, interpret findings, and prepare presentation to defend results. – The student will be able to: |
| 02.01 | Select investigative study referencing prior research and knowledge. |
| 02.02 | Collect, organize and analyze data accurately and precisely. |
| 02.03 | Design procedures to test the research. |
| 02.04 | Report, display and defend the results of investigations to audiences that may include professionals and technical experts. |
| 03.0 | Apply enhanced leadership and professional career skills. – The student will be able to: |
| 03.01 | Develop and present a professional presentation offering potential solutions to a current issue. |
| 03.02 | Enhance leadership and career skills through work-based learning including job placement, job shadowing, entrepreneurship, internship, or a virtual experience. |
| 03.03 | Participate in leadership development opportunities available through the appropriate student organization and/or other professional organizations. |
| 03.04 | Enhance written and oral communications through the development of presentations, public speaking, and live and/or virtual interviews. |
| 04.0 | Demonstrate higher order critical thinking and reasoning skills appropriate for the selected program of study. – The student will be able to: |
| 04.01 | Use mathematical and/or scientific skills to solve problems encountered in the chosen occupation. |
| 04.02 | Read and interpret information relative to the chosen occupation. |
| 04.03 | Locate and evaluate key elements of oral and written information. |
| 04.04 | Analyze and apply data and/or measurements to solve problems and interpret documents. |

04.05 Construct charts/tables/graphs using functions and data.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Career and Technical Student Organization (CTSO)

FCCLA is the inter-curricular career and technical student organization(s) 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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

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

Secondary – Career Preparatory

| | |
|----------------------------|--|
| Program Number | 8905100 |
| CIP Number | 0612040102 |
| Grade Level | 9-12 |
| Standard Length | 8 credits |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5012 Hairdressers, Hairstylists, and Cosmetologists |

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.

Program Structure

This program is a planned sequence of instruction totaling eight credits. Students must complete the core, or demonstrate the mastery of skills standards contained in the core, before advancing in the program.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|---------------|------------------------------------|-----------------------|-------------|----------|-------|------------------------|
| 8757210 | Grooming and Salon Services Core 1 | COSMETOL @7 7 G | .5 credit | 39-5012 | 2 | PA |
| 8905120 | Cosmetology Nails 2 | | .5 credit | | 2 | PA |
| 8905130 | Cosmetology Facials 3 | | .5 credit | | 2 | PA |
| 8905140 | Cosmetology 4 | | 1 credit | | 2 | PA |
| 8905150 | Cosmetology 5 | | 1 credit | | 2 | PA |
| 8905160 | Cosmetology 6 | | 1 credit | | 2 | PA |
| 8905170 | Cosmetology 7 | | 1 credit | | 2 | PA |
| 8905180 | Cosmetology 8 | | 1 credit | | 2 | PA |
| 8905190 | Cosmetology 9 | | 1.5 credits | | 2 | PA |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Students wishing to complete the Cosmetology program, 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:

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.

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

| 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 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.
- 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, measured and predicted. Demonstrate proper procedure and application of chemicals.
- 16.0 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.
- 23.0 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.
- 24.0 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.
- 25.0 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.
- 26.0 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.
- 27.0 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.

**Florida Department of Education
Student Performance Standards**

Course Title: Grooming and Salon Services Core 1
Course Number: 8757210
Course Credit: .5

Course Description: This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming and shaping hair using clippers, shears and razors.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 01.0 | Identify career opportunities. -- The student will be able to: |
| 01.01 | Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. -- The students will be able to: |
| 02.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices.-- The student will be able to: |
| 03.01 | Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. |
| 03.04 | Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills. -- The students will be able to: |
| 04.01 | Locate, comprehend and evaluate key elements of oral and written information. |

CTE Standards and Benchmarks

04.02 Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary.

04.03 Present information formally and informally for specific purposes and audiences.

05.0 Demonstrate mathematics knowledge and skills. -- The students will be able to:

05.01 Identify math skills as it applies to grooming and salon services.

05.02 Demonstrate knowledge of arithmetic operations.

05.03 Analyze and apply data and measurements to solve problems and interpret documents.

05.04 Construct charts/tables/graphs using functions and data.

06.0 Demonstrate science knowledge and skills. -- The students will be able to:

06.01 Discuss the role of creativity in constructing scientific questions, methods and explanations.

06.02 Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings.

06.03 Identify science as it applies to decontamination and infection control.

06.04 Identify chemistry as it applies to products used in the salon.

06.05 Identify science as it applies to anatomy and physiology.

06.06 Identify science as it applies to electricity and light therapy to perform appropriate treatment.

07.0 Explain the importance of employability skill and entrepreneurship skills. -- The students will be able to:

07.01 Identify and demonstrate positive work behaviors needed to be employable.

07.02 Develop personal career plan that includes goals, objectives, and strategies.

07.03 Examine licensing, certification, and industry credentialing requirements.

07.04 Maintain a career portfolio to document knowledge, skills, and experience.

07.05 Evaluate and compare employment opportunities that match career goals.

07.06 Identify and exhibit traits for retaining employment.

07.07 Identify opportunities and research requirements for career advancement.

CTE Standards and Benchmarks

07.08 Research the benefits of ongoing professional development.

07.09 Examine and describe entrepreneurship opportunities as a career planning option.

07.10 Project a professional image.

07.11 Work individually and cooperatively as a member of a homogenous or culturally diverse team.

07.12 Utilize communication skills applicable to the industry.

07.13 Balance personal and professional life.

07.14 Use and conserve resources and energy.

07.15 Define entrepreneurship-management skills.

07.16 Describe the importance of entrepreneurship to the American economy.

07.17 List the advantages and disadvantages of business ownership.

07.18 Identify the risks involved in ownership of a business.

07.19 Identify the necessary personal characteristics of a successful entrepreneur.

07.20 Identify the business skills needed to operate a small business efficiently and effectively

08.0 Demonstrate personal money-management concepts, procedures, and strategies. -- The students will be able to:

08.01 Identify and describe the services and legal responsibilities of financial institutions.

08.02 Describe the effect of money management on personal and career goals.

08.03 Develop a personal budget and financial goals.

08.04 Complete financial instruments for making deposits and withdrawals.

08.05 Maintain financial records.

08.06 Read and reconcile financial statements.

08.07 Research, compare and contrast investment opportunities.

CTE Standards and Benchmarks

| | |
|-------|---|
| 09.0 | Describe the importance of professional ethics and legal responsibilities. -- The students will be able to: |
| 09.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| 09.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |
| 09.03 | Describe "Right-to-Know" Law as recorded in (29 CFR-1910.1200). |
| 09.04 | Evaluate and justify decisions based on ethical reasoning. |
| 09.05 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 09.06 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 09.07 | Interpret and explain written organizational policies and procedures. |
| 10.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. -- The students will be able to: |
| 10.01 | Describe the nature and types of business organizations. |
| 10.02 | Explain the effect of key organizational systems on performance and quality. |
| 10.03 | List and describe quality control systems and/or practices common to the workplace. |
| 10.04 | Explain the impact of the global economy on business organizations. |
| 11.0 | Use information technology tools. -- The students will be able to: |
| 11.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 11.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| 11.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| 11.04 | Employ collaborative/groupware applications to facilitate group work. |
| 12.0 | Solve problems using critical thinking skills, creativity, and innovation. --The students will be able to: |
| 12.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| 12.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| 12.03 | Identify and document workplace performance goals and monitor progress toward those goals. |

CTE Standards and Benchmarks

12.04 Conduct technical research to gather information necessary for decision-making.

13.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas. -- The students will be able to:

13.01 Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace.

13.02 Locate, organize and reference written information from various sources.

13.03 Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences.

13.04 Interpret verbal and nonverbal cues/behaviors that enhance communication.

13.05 Apply active listening skills to obtain and clarify information.

13.06 Develop and interpret tables and charts to support written and oral communications.

13.07 Exhibit public relations skills that aid in achieving customer satisfaction.

**Florida Department of Education
Student Performance Standards**

Course Title: Cosmetology Nails 2
Course Number: 8905120
Course Credit: .5

Course Description: This course is designed to provide competencies in manicuring and pedicuring and in applying artificial nails and nail wraps. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 14.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals (students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to rule 61G5-22.0125). -- The student will be able to: |
| 14.01 | Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital grade.) and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions. |
| 14.02 | Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. |
| 14.03 | Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. |
| 14.04 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| 14.05 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| 14.06 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| 14.07 | Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. |
| 14.08 | Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails. |
| 14.09 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| 14.10 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| 14.11 | Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures. |

CTE Standards and Benchmarks

- | | |
|-------|---|
| 14.12 | Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of angles and shapes to mold into a natural looking nail. Follow all manufacturers' directions. |
| 14.13 | Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail. Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail. |
| 14.14 | Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail. |
| 14.15 | Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface. |
| 14.16 | Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance. |

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology Facials 3
Course Number: 8905130
Course Credit: .5

Course Description: This course is designed to provide the student with an opportunity to develop competencies in facials and related massage, and makeup. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 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 skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals (students are only required to perform 10 facial procedures to obtain a cosmetology license, Refer to rule 61G5-22.006). -- The student will be able to: |
| 15.01 | Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. |
| 15.02 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| 15.03 | Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. |
| 15.04 | Demonstrate knowledge of available treatments and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| 15.05 | Demonstrate ability and knowledge to properly do a final cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. |
| 15.06 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. |
| 15.07 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| 15.08 | Shape eyebrows by tweezing and waxing incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs |
| 15.09 | Apply make-up based on the client's needs and desires, using proper safety procedures and appropriate application procedures and products, and utilizing knowledge of color theory and chemical reactions to the skin before application. |

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 4
Course Number: 8905140
Course Credit: 1

Course Description: This course provides an opportunity to learn competencies in hair shampooing and scalp treatments.

| CTE Standards and Benchmarks | |
|-------------------------------------|---|
| 16.0 | 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. -- The student will be able to: |
| 16.01 | Prepare the client for service. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Demonstrate the practice of effective draping of the client to insure safety in the workplace and community. |
| 16.02 | Analyze and evaluate the hair's chemical composition and structure. |
| 16.03 | Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs |
| 16.04 | Understand the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations. |
| 16.05 | Rinse shampoo thoroughly from hair and scalp. Understand the chemical reaction of shampoo with water composition, temperature and electrostatic force of each. |
| 16.06 | Identify different compositions of conditioners. Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs. |
| 16.07 | Apply treatment or conditioner according to manufacturer's directions. |
| 16.08 | Demonstrate the proper manipulation based on the scalp analysis and client consultation. |
| 16.09 | Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). Have working knowledge of the effects of electricity and light as it deals with the scalp chemically and physically. Utilize problem-solving skills to determine the proper procedure to meet client's needs. |
| 16.10 | Remove conditioner or treatment, if required. Understand the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs. |

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 5
Course Number: 8905150
Course Credit: 1

Course Description: This course provides an opportunity to learn competencies in hair shaping and instruction in the selection of proper hair cutting, implements and proper style selection.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 17.0 | 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. -- The student will be able to: |
| 17.01 | Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements, and utilizing universal precautions. Select proper implements, identify implement parts, and utilize implements properly by using knowledge of hair structure and condition of the hair. |
| 17.02 | Make a decision using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results, (solid form, graduated, layered, over-directed and combinations thereof). |
| 17.03 | Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors. |
| 17.04 | Check completed haircut for blends by analyzing the relationship between the hair remaining on the client's head to the stature of the client using the different degree of elevation of hair. |
| 17.05 | Decontaminate and maintain cutting implements using appropriately mixed chemicals (EPA approved and hospital grade) and following the manufacturer's directions and the procedure for decontamination of tools per Chapter 61G5-22.005, F.A.C. |

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 6
Course Number: 8905160
Course Credit: 1

Course Description: This course gives the student an opportunity to develop competencies in hairstyling.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 18.0 | 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 hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. -- The student will be able to: |
| 18.01 | Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color. |
| 18.02 | Perform "wet set" using principles of design (i.e. hair sculpturing, rollers and finger waves). |
| 18.03 | Set up equipment and perform thermal styling using electric rollers, blow dryers, flat irons, curling irons, crimping irons, pressing comb using principles of design. |
| 18.04 | Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles. |
| 18.05 | Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics. |
| 18.06 | Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles and planes. |
| 18.07 | Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle. |

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 7
Course Number: 8905170
Course Credit: 1 credit

Course Description: This course gives the student an opportunity to develop competencies in preparation and principles of design and fitting of wigs and hairpieces.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 19.0 | 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. --The student will be able to: |
| 19.01 | Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result. |
| 19.02 | Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece. |
| 19.03 | Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result. |
| 19.04 | Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style. |

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 8
Course Number: 8905180
Course Credit: 1

Course Description: This course is designed to provide competencies in permanent waving/ reconstruction curl/chemical relaxing. Instruction in analyzing the hair, selection of approximate solutions and implements are also provided.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 20.0 | 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. --The student will be able to: |
| 20.01 | Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client. |
| 20.02 | Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results. |
| 20.03 | Demonstrate knowledge of chemical and physical changes. |
| 20.04 | Demonstrate knowledge of possible adverse chemical reactions to the skin. Apply a protective barrier cream to avoid client injury. |
| 20.05 | Apply the proper chemicals required for a rearranger or chemical relaxer to achieve desired result. |
| 20.06 | Demonstrate knowledge of the chemical reaction of chemical relaxer or reconstructive curl to determine the necessary processing time. |
| 20.07 | Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions. |
| 20.08 | Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results. |
| 20.09 | Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl. |
| 20.10 | Demonstrate the ability to rinse, blot, shampoo, and/or neutralize all chemical solutions. |
| 20.11 | Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results. |
| 20.12 | Demonstrate chemical knowledge and application of in leave-in treatments and record the results. |

Florida Department of Education
Student Performance Standards

Course Title: Cosmetology 9
Course Number: 8905190
Course Credit: 1.5

Course Description: This course is designed to provide instruction in all types of hair coloring and bleaching. This instruction includes analysis of hair and scalp, performance of predisposition test, selection of correct supplies and equipment.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 21.0 | Identify and apply temporary, semi-permanent, permanent color, bleach and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin. Identify, measure, and predict chemical reactions. Demonstrate proper procedure and application of chemicals. -- The student will be able to: |
| 21.01 | Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product. Decide whether to apply patch test and use appropriate application procedure. Mix chemicals following manufacturer's directions. |
| 21.02 | Describe, observe, identify and analyze the functions, structures, diseases, and disorders of the scalp and hair. |
| 21.03 | Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results. Select and assemble all needed materials after analysis. |
| 21.04 | Divide the hair into appropriate sections to visualize the scalp for proper application of product. |
| 21.05 | Mix, if required, and apply appropriate color, toner, and/or bleach according to manufacturer's directions. Use proper safety equipment to safeguard the student, operator, and client. |
| 21.06 | Perform a strand test to determine desired color using proper procedures. Follow all safety and sanitation procedures. |
| 21.07 | Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product. |
| 21.08 | Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions. Remove unwanted color stains on the skin if needed using appropriate products and complete the client consultation card. |
| 21.09 | Analyze the hair to determine if a conditioner or normalizing conditioner is needed either before or after shampooing using the knowledge of the chemistry of conditioners. Follow manufacturer's directions. Complete the client consultation card. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

SkillsUSA is the inter-curricular career and technical student organization 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

Florida Department of Education
Curriculum Framework

Program Title: Personal Trainer
Program Type: Career Preparatory
Career Cluster: Human Services

Secondary – Career Preparatory

| | |
|----------------------------|---|
| Program Number | 8907100 |
| CIP Number | 0331050704 |
| Grade Level | 9-12 |
| Standard Length | 4 credits |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | HOSA |
| SOC Codes (all applicable) | 39-9031 Fitness Trainers and Aerobics Instructors |

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.

The content includes, but is not limited to, fitness training principles, human anatomy and systems, and concepts related to health, nutrition and fitness. The purpose of this program is to prepare students for employment as certified personal or fitness trainers.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction totaling four credits.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the secondary program structure:

| Course Number | Course Title | Teacher Certification | Length | SOC Code | Level | Graduation Requirement |
|---------------|--------------------|-----------------------|----------|----------|-------|------------------------|
| 8907110 | Personal Trainer 1 | PERS FIT TR 7G | 1 credit | 39-9031 | 2 | |
| 8907120 | Personal Trainer 2 | | 1 credit | | 2 | |
| 8907130 | Personal Trainer 3 | | 1 credit | | 2 | |
| 8907140 | Personal Trainer 4 | | 1 credit | | 2 | |

(Graduation Requirement Abbreviations- EQ= Equally Rigorous Science, PA= Practical Arts, EC= Economics)

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate knowledge of physical activity, exercise and physical fitness.
- 02.0 Demonstrate understanding of physical fitness training principles.
- 03.0 Demonstrate knowledge of current and legal issues related to fitness and wellness.
- 04.0 Identify and discuss energy systems (bioenergetics systems).
- 05.0 Identify and describe the cardiovascular, respiratory and musculoskeletal systems.
- 06.0 Demonstrate an understanding of extreme exercise responses, injuries and precautions.
- 07.0 Demonstrate knowledge of kinesiology and human movement.
- 08.0 Demonstrate knowledge of the muscular system of the human body.
- 09.0 Demonstrate knowledge of exercise science.
- 10.0 Identify the benefits of and barriers to physical activity and the consequences of physical inactivity.
- 11.0 Identify and understand models of health-related behavior change.
- 12.0 Understand the psychological considerations of learning.
- 13.0 Demonstrate knowledge of cardiorespiratory fitness.
- 14.0 Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity.
- 15.0 Demonstrate understanding of risk factors.
- 16.0 Describe and evaluate different cardiorespiratory endurance testing options.
- 17.0 Identify and analyze health issues related to nutrition.
- 18.0 Demonstrate understanding of concepts related to resistance training.
- 19.0 Demonstrate knowledge of concepts related to flexibility.
- 20.0 Understand the responsibilities and scope of practice for a Certified Personal Trainer.
- 21.0 Identify methods of managing special populations and medical conditions.
- 22.0 Describe and design various health and fitness programs.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 1
Course Number: 8907110
Course Credit: 1

Course Description: The students will understand the most important components of physical fitness. Body composition, cardiorespiratory endurance, flexibility, muscular endurance and muscle strength will be explained and demonstrated. Physical activity, exercise and fitness terms will be clarified so that the students can describe the difference between health related fitness and fitness conditioning. Physical fitness training principles such as the principles of adaptation, progressive overload, specificity and program progression will be clearly defined in this section. These training principles will lead to defining what is the specificity Principle and dynamic stretching. Basic understanding of these concepts will lead them to the next section of Kinesiology and the muscular system.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 01.0 | Demonstrate knowledge of physical activity, exercise, and physical fitness. – The student will be able to: |
| 01.01 | Demonstrate an understanding of physical activity. |
| 01.02 | Identify and explain the benefits of exercise. |
| 01.03 | Identify and explain the five components of physical fitness: body composition, cardiorespiratory endurance, flexibility, muscular endurance, and muscular strength. |
| 01.04 | Evaluate the differences between health-related fitness and fitness conditioning. |
| 02.0 | Demonstrate understanding of physical fitness training principles. – The student will be able to: |
| 02.01 | Define the principles of adaptation, progressive overload, specificity and program progression. |
| 02.02 | Demonstrate knowledge of the Specificity Principle. |
| 02.03 | Define dynamic stretching and identify dynamic stretches for warm-up and cool-down. |
| 03.0 | Demonstrate knowledge of current legal issues related to fitness and wellness. – The student will be able to: |
| 03.01 | Define basic legal terms. |
| 03.02 | Demonstrate understanding of negligence. |
| 03.03 | Define and understand contract law, labor law, antitrust law, and workers' compensation law. |

CTE Standards and Benchmarks

03.04 Identify and understand disability laws.

03.05 Demonstrate understanding of the legal duties of athletic administrators and coaches.

03.06 Define and understand gender equity.

03.07 Select a current legal issue related to fitness and wellness; prepare an outline and deliver an oral presentation on the selected topic.

04.0 Identify and discuss energy systems (bioenergetics systems). – The student will be able to:

04.01 Demonstrate an understanding of the three energy systems (adenosine triphosphate, anaerobic, aerobic).

04.02 Define and explain each energy system and how each system is used during different types of exercise.

Florida Department of Education
Student Performance Standards

Course Title: Personal Trainer 2
Course Number: 8907120
Course Credit: 1

Course Description: The students will be able to identify and describe the cardiovascular, respiratory, and musculoskeletal systems and their functions. The lessons will include the understanding of extreme exercise responses, injuries and precautions such as traumatic (acute/chronic) muscle and joint injuries and how to address them. Kinesiology will include biomechanics, anatomical terminology and muscle movement. The muscular system of the human body is extremely important subject for a personal fitness student to be completely familiar with. Exercise science concepts such as dose-response relationship of exercise, fitness in active adults, benefits of flexibility and resistance training, consequences of inactivity, obesity, perceived barriers to exercise, wellness motivational theory and the Trans theoretical Model of behavior change are also covered in this lesson.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 05.0 | Identify and describe the cardiovascular, respiratory, and musculoskeletal systems. – The student will be able to: |
| 05.01 | Demonstrate an understanding of the cardiovascular system and its functions. |
| 05.02 | Demonstrate an understanding of the respiratory system and its functions. |
| 05.03 | Demonstrate an understanding of the musculoskeletal system and its functions. |
| 06.0 | Demonstrate an understanding of extreme exercise responses, injuries and precautions. – The student will be able to: |
| 06.01 | Describe traumatic (acute) muscle and joint injuries. |
| 06.02 | Describe overuse (chronic) muscle and joint injuries. |
| 06.03 | Describe the components of the RICES therapeutic modality (rest, ice, compression, elevation, stabilization). |
| 06.04 | Recognize and discuss exercise-related warning signs and emergency procedures. |
| 06.05 | Assess and discuss environmental emergencies. |
| 06.06 | Understand hydration recommendations for health and fitness. |
| 06.07 | Identify the different classes of medications/drugs and commonly used substances. |
| 07.0 | Demonstrate knowledge of kinesiology and human movement. – The student will be able to: |

CTE Standards and Benchmarks

| | |
|-------|--|
| 07.01 | Identify and understand the basic terms and principles of biomechanics. |
| 07.02 | Demonstrate understanding of anatomical terminology. |
| 07.03 | Describe and demonstrate an understanding of muscle movement. |
| 08.0 | Demonstrate knowledge of the muscular system of the human body. – The student will be able to: |
| 08.01 | Identify the three types of muscle tissue in the human body. |
| 08.02 | Identify the posterior and anterior muscles of the human body. |
| 08.03 | Demonstrate knowledge of prime mover muscles (agonist muscles) in the upper body. |
| 08.04 | Demonstrate a clear understanding of muscle and joint actions in the upper body. |
| 08.05 | Demonstrate knowledge of prime mover muscles (agonist muscles) in the lower body. |
| 08.06 | Demonstrate a clear understanding of muscle and joint actions in the lower body. |
| 09.0 | Demonstrate knowledge of exercise science. – The student will be able to: |
| 09.01 | Identify and summarize exercise science theories and practices. |
| 09.02 | Demonstrate the communication skills used in health and fitness occupations. |
| 10.0 | Identify the benefits of and barriers to physical activity and the consequences of physical inactivity. – The student will be able to: |
| 10.01 | Explain the dose-response relationship of exercise. |
| 10.02 | Describe how fitness can improve the quality of life of moderately active adults. |
| 10.03 | Demonstrate understanding of the benefits of flexibility and resistance training. |
| 10.04 | Describe the consequences of physical inactivity. |
| 10.05 | Evaluate and explain the health consequences related to obesity. |
| 10.06 | Analyze and explain the perceived barriers to exercise. |
| 11.0 | Identify and understand models of health-related behavior change. – The student will be able to: |
| 11.01 | Describe Wellness Motivation Theory. |
| 11.02 | Demonstrate understanding of the Trans theoretical Model of Behavior Change. |

CTE Standards and Benchmarks

11.03 Compare and contrast other behavioral change models.

12.0 Understand the psychological considerations of learning. – The student will be able to:

12.01 Demonstrate understanding of the learning process.

12.02 Compare and contrast a variety of learning theories (e.g., classical, cognitivism, constructivism).

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 3
Course Number: 8907130
Course Credit: 1

Course Description: The student will be able to demonstrate an understanding of cardiorespiratory fitness programming and design a cardiorespiratory fitness program. The student will also be well versed in the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP. How aerobic exercise activities can be monitored, the MET concept, the FITT principle in addition to measuring muscular strength will be address.

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 13.0 | Demonstrate knowledge of cardiorespiratory fitness. – The student will be able to: |
| 13.01 | Demonstrate understanding of cardiorespiratory fitness programming. |
| 13.02 | Design a cardiorespiratory fitness program. |
| 13.03 | Outline and evaluate the components of assessment and programming. |
| 13.04 | Understand the benefits of cardiorespiratory health. |
| 13.05 | Explain the differences between physical activity and cardiorespiratory fitness in terms of cardiovascular health. |
| 13.06 | Identify the amount of physical activity recommended for adults. |
| 13.07 | Explain the Physical Activity Guidelines published jointly by the ACSM and AHA and supported by the ODPHP. |
| 14.0 | Describe and evaluate the different methods of prescribing and monitoring aerobic exercise intensity. – The student will be able to: |
| 14.01 | Identify peripheral pulse sites. |
| 14.02 | Demonstrate how to monitor heart rate using peripheral pulse sites. |
| 14.03 | Calculate target heart rate at different intensities using the Karvonen method. |
| 14.04 | Describe the Rated Perceived Exertion (RPE) scale. |
| 14.05 | Define the Metabolic Equivalent of Task (MET) formula. |
| 14.06 | Describe the scope of usage of the MET concept. |

CTE Standards and Benchmarks

| | |
|-------|--|
| 14.07 | Explain the classifications of physical readiness. |
| 15.0 | Demonstrate understanding of risk factors. – The student will be able to: |
| 15.01 | Define risk factor and identify examples of common risk factors. |
| 15.02 | Identify risk factors and the associated risk thresholds. |
| 15.03 | Describe the health status classifications and how they are determined (low, moderate, high risk). |
| 16.0 | Describe and evaluate different cardiorespiratory endurance testing options. – The student will be able to: |
| 16.01 | Describe the difference between maximal and submaximal cardiorespiratory fitness testing. |
| 16.02 | Explain the rationale for fitness testing. |
| 16.03 | Explain the purpose of using a multi-stage fitness test. |
| 16.04 | Identify the preliminary testing procedures (pre-assessment). |
| 16.05 | Explain the components of cardiorespiratory pretest screening and assessment. |
| 16.06 | Demonstrate the three-minute step test protocol. |
| 16.07 | Identify the purpose, required equipment and procedure utilized in the protocol. |
| 17.0 | Identify and analyze health issues related to nutrition. – The student will be able to: |
| 17.01 | Identify health issues related to body composition. |
| 17.02 | Calculate body composition from body density using the appropriate equation. |
| 17.03 | Calculate body mass index (BMI) and discuss the pros and cons of using this measurement tool. |
| 17.04 | Demonstrate knowledge of nutrition and weight management concepts. |
| 17.05 | Identify and describe a variety of eating disorders. |
| 17.06 | Define Female Athlete Triad; identify the factors and outline the signs and symptoms of this disorder. |
| 17.07 | Describe the use of anthropometric measurements and data in assessing risk factors. |
| 18.0 | Demonstrate understanding of concepts related to resistance training. – The student will be able to: |
| 18.01 | Explain the differences between resistance training for health versus resistance training for sport/fitness. |

CTE Standards and Benchmarks

18.02 Design resistance training programs for healthy adults.

18.03 Discuss the guidelines for developing muscle strength and endurance.

18.04 Understand the recommendations for muscle strength and muscle endurance.

18.05 Demonstrate understanding of the FITT principle for muscle strength and endurance.

18.06 Demonstrate appropriate spotting and safety techniques for resistance training.

18.07 Explain the methods utilized to measure muscular strength.

18.08 Identify ways to assess muscular endurance.

**Florida Department of Education
Student Performance Standards**

Course Title: Personal Trainer 4
Course Number: 8907140
Course Credit: 1

Course Description: Students will be able to describe causes of chronic lower back pain, postural deviations and other topics related to the lack of flexibility/stretching. They will also comprehend the tasks involved in working in the health and wellness field. The legal and business considerations related to the occupation will be discussed in great detail in addition to knowing how to help their clients with diabetes, arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD).

| CTE Standards and Benchmarks | |
|-------------------------------------|--|
| 19.0 | Demonstrate knowledge of concepts related to flexibility. – The student will be able to: |
| 19.01 | Demonstrate the ability to assess posture and range of motion (ROM). |
| 19.02 | Identify and discuss methods to improve flexibility. |
| 19.03 | Recognize the limitations and recommended precautions for flexibility training. |
| 19.04 | Demonstrate knowledge of the benefits of regular flexibility training. |
| 19.05 | Select and administer appropriate flexibility assessments according to fitness recommendations (e.g., ACSM). |
| 19.06 | Describe some of the causes of chronic lower back pain. |
| 19.07 | Identify and describe common postural deviations. |
| 19.08 | Discuss flexibility assessments. |
| 19.09 | Identify contraindications for flexibility testing and training. |
| 19.10 | Identify, describe and demonstrate flexibility training exercises. |
| 19.11 | Identify high risk flexibility exercises. |
| 19.12 | Describe and demonstrate the protocol for testing trunk flexion. |
| 20.0 | Understand the responsibilities and scope of practice for a Certified Personal Trainer. – The student will be able to: |
| 20.01 | Understand the legal considerations related to the occupation. |

CTE Standards and Benchmarks

| | |
|-------|--|
| 20.02 | Understand the business considerations related to the occupation. |
| 20.03 | Demonstrate knowledge of the complex human behavioral issues a trainer could face. |
| 21.0 | Identify methods of managing special populations and medical conditions. – The student will be able to: |
| 21.01 | Identify and describe the current fitness recommendations for pregnant women. |
| 21.02 | Identify and describe the current fitness recommendations for children and teens. |
| 21.03 | Identify and describe the current fitness recommendations for seniors/elderly. |
| 21.04 | Identify and describe the current fitness and nutrition recommendations for people with diabetes. |
| 21.05 | Identify and describe the current fitness recommendations for people with arthritis, osteoporosis, asthma, cardiovascular disease, and chronic obstructive pulmonary disease (COPD). |
| 22.0 | Describe and design various health and fitness programs. – The student will be able to: |
| 22.01 | Describe and design a health and fitness program designed for cardiovascular conditioning. |
| 22.02 | Describe and design a health and fitness program with a focus on resistance training. |
| 22.03 | Describe and design a health and fitness program to improve flexibility. |
| 22.04 | Describe and design a health and fitness program that includes functional exercises for total body fitness. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Academic Alignment

Secondary Career and Technical Education courses are pending alignment to the B.E.S.T. (Benchmarks for Excellent Student Thinking) Standards for English Language Arts (ELA) and Mathematics that were adopted by the State Board of Education in February 2020. Academic alignment is an ongoing, collaborative effort of professional educators that provide clear expectations for progression year-to-year through course alignment. This initiative supports CTE programs by improving student performance through the integration of academic content within CTE courses.

Florida Standards for English Language Development (ELD)

English language learners communicate for social and instructional purposes within the school setting. ELD.K12.SI.1.1

English Language Development (ELD) Standards Special Notes:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition.

Special Notes

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory program occurs through vocational classroom instruction and applied laboratory procedures and practices.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

HOSA: Future Health Professionals is the intercurricular career and technical student organization(s) 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.

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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's Individual Educational Plan (IEP) or 504 plan or postsecondary student's accommodations' plan to meet individual needs and ensure equal access. 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 IEP served in Exceptional Student Education (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 and regulated secondary programs 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 course or a modified course. 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 a Career and Technical Education (CTE) course. The student should work on different competencies and new applications of competencies each year toward completion of the CTE course. 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.

**Florida Department of Education
Curriculum Framework**

Program Title: **Addiction Services**
Career Cluster: **Human Services**

| CCC | |
|----------------------------|---|
| CIP Number | 0451159901 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 24 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists, SOC Code 21-1093 (Social and Human Service Assistants), or to provide supplemental training for persons previously or currently employed these occupations.

This certificate focuses on teaching broad, transferable skills and stresses understanding and demonstration of the human services profession, with an emphasis on addictions. The content includes, but is not limited to, personal awareness, history and present status of addictions/mental health/human services movement, interdisciplinary addiction professional roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, and therapeutic interventions, interpersonal communications, assessment, evaluation, working knowledge of DSM diagnostic criteria, etiology of addictions, psychopharmacology, pharmacology of abused substances, information management, employability skills, health and safety, including CPR, universal precautions and AIDS training.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

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

- 01.0 **HISTORY:** Identify the historical emergence of the different human services and the various forces that influenced their development
- 02.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 03.0 **INTERPERSONAL COMMUNICATION:** Demonstrate the ability to create genuine and empathic relationships with others.
- 04.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
- 05.0 Examine the theories, identification, and causes of addiction.
- 06.0 Apply an understanding of treatment knowledge.
- 07.0 Demonstrate competencies of practice using various interventions.

Florida Department of Education
Student Performance Standards

Program Title: Addiction Services
CIP Number: 0451159901
Program Length: 24 credit hours
SOC Code(s): 21-1093

| | |
|---|---|
| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: | |
| 01.0 | HISTORY: Identify the historical emergence of the different human services and the various forces that influenced their development. – The student will be able to: |
| 01.01 | Discuss historical roots of human services. |
| 01.02 | Describe historical and current legislation affecting services delivery. |
| 01.03 | Explain how public and private attitudes influence legislation and the interpretation of policies related to human services. |
| 01.04 | Recognize the broader sociopolitical issues that affect human service systems. |
| 02.0 | PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to: |
| 02.01 | Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups. |
| 02.02 | Develop goals, and design and implement a plan of action. |
| 02.03 | Display skills to evaluate the outcomes of the plan and the impact on the client or client group. |
| 03.0 | INTERPERSONAL COMMUNICATION: Demonstrate the ability to create genuine and empathic relationships with others. – the student will be able to: |
| 03.01 | Clarify expectations. |
| 03.02 | Deal effectively with conflict. |
| 03.03 | Establish rapport with clients. |
| 03.04 | Develop and sustain behaviors that are congruent with the values and ethics of the profession. |
| 04.0 | Demonstrate a general knowledge and understanding of the biological aspects of addiction. – The student will be able to: |
| 04.01 | Identify psychoactive substances associated with substance use disorders and describe their effects on the brain, body, and behavior. |
| 04.02 | Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance use disorders (i.e. dual diagnoses). |
| 04.03 | Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders. |

| | |
|-------|---|
| 05.0 | Examine the theories, identification, and causes of addiction. – The student will be able to: |
| 05.01 | Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use. |
| 05.02 | Examine subjective and objective measures to assess for addiction and problematic use. |
| 05.03 | Recognize the social, political, economic, and cultural context within which addiction and substance use disorder exist, including risk and resiliency factors that characterize individuals and groups and their living environments. |
| 05.04 | Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others. |
| 05.05 | Analyze how problem substance use impacts family dynamics and functioning. |
| 06.0 | Apply an understanding of treatment knowledge. – The student will be able to: |
| 06.01 | Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. |
| 06.02 | Recognize the importance of family, social networks, and community systems in the treatment and recovery process. |
| 06.03 | Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice. |
| 06.04 | Recognize the value of an interdisciplinary approach to addiction prevention and treatment. |
| 06.05 | Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. |
| 07.0 | Demonstrate competencies of practice using various interventions. – The student will be able to: |
| 07.01 | Describe a variety of helping strategies for reducing the negative effects of substance use and substance use disorders. |
| 07.02 | Provide culturally sensitive treatment services appropriate to the culture identity and personal characteristic of the client which include ethnicity, language, gender, age, sexual orientation, etc. |
| 07.03 | Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc. |
| 07.04 | Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes. |
| 07.05 | Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system. |
| 07.06 | Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education
Curriculum Framework

Program Title: Aging Services
Career Cluster: Human Services

| CCC | |
|----------------------------|---|
| CIP Number | 0451159902 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically aging environments. Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of aging work; develop a capacity to design and implement programs consistent with the needs of the elderly in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Aging Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in aging service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of an aging approach. Course work will prepare students to function as aging services workers in community-based, residential, group home and other work environments.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

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

- 01.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Display a general understanding of the psychological, physical, and social aspects of the aging process.
- 03.0 Examine how factors such as health, finances, and social roles influence familial role changes and independence.
- 04.0 Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
- 05.0 Demonstrate effective assessment and referral techniques in working with the elderly.

**Florida Department of Education
Student Performance Standards**

Program Title: Aging Services
CIP Number: 0451159902
Program Length: 18 credit hours
SOC Code(s): 21-1093

| | |
|--|---|
| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: | |
| 01.0 | PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to: |
| 01.01 | Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups. |
| 01.02 | Develop goals, and design and implement a plan of action. |
| 01.03 | Display skills to evaluate the outcomes of the plan and the impact on the client or client group. |
| 01.0 | Display a general understanding of the psychological, physical, and social aspects of the aging process. – The student will be able to: |
| 01.01 | Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness. |
| 01.02 | Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance. |
| 01.03 | Identify ways to maximize psychological health in the aging process. |
| 01.04 | Discuss the impact of ethnicity, gender, and spirituality in the aging process. |
| 02.0 | Examine how factors such as health, finances, and social roles influence familial role changes and independence. – The student will be able to: |
| 02.01 | Discuss the impact of the role reversal between parent and child on both parties. |
| 02.02 | Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly. |
| 02.03 | Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care. |
| 02.04 | Analyze grief reactions such as the stages of death and dying. |
| 02.05 | Identify issues relating to sexual functioning, intimacy, and affection for older adults. |
| 03.0 | Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect. – The student will be able to: |
| 03.01 | Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect). |
| 03.02 | Identify symptoms of caregiver stress that could lead to abuse or neglect. |
| 03.03 | Identify ways to prevent abuse and neglect. |

| | |
|-------|---|
| 03.04 | Recognize signs of abuse and neglect. |
| 03.05 | Identify steps to proper reporting of elder abuse and neglect. |
| 04.0 | Demonstrate effective assessment and referral techniques in working with the elderly. – The student will be able to: |
| 04.01 | Model effective assessment and support techniques for intake, counseling, and referring of the elderly. |
| 04.02 | Discuss the role of community services and social support groups in aging. |
| 04.03 | Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging. |
| 04.04 | Identify services designed to help with cognitive and physical ailments that are specific to the elderly. |
| 04.05 | Identify services designed to help family members of the elderly. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Community Health Worker
Career Cluster: Human Services

| CCC | |
|----------------------------|---|
| CIP Number | 0451159903 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants 21-1094 Community Health Workers |

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 aspects of the Human Services career cluster.

This program is designed to prepare students for employment as addictions specialists, SOC Code 21-1093 (Social and Human Service Assistants) and SOC Code 21-1094 (Community Health Workers), or to provide supplemental training for persons previously or currently employed in these occupations.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

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

- 01.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate
- 02.0 Assess client/family needs, strengths, and resources.
- 03.0 Assist client/families in goal setting and achievement.
- 04.0 Educate client/families.
- 05.0 Establish client/family support system.

Florida Department of Education
Student Performance Standards

Program Title: Community Health Worker
 CIP Number: 0451159903
 Program Length: 18 credit hours
 SOC Code(s): 21-1093; 21-1094

| | |
|---|---|
| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: | |
| 01.0 | PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to: |
| 01.01 | Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups. |
| 01.02 | Develop goals, and design and implement a plan of action. |
| 01.03 | Display skills to evaluate the outcomes of the plan and the impact on the client or client group. |
| 02.0 | Assess client/family needs, strengths, and resources. – The student will be able to: |
| 02.01 | Apply typical methods used for assessment and screening to assess a client/family’s strengths and areas of need. |
| 02.02 | Distinguish between the strengths-based and deficit models of family development. |
| 02.03 | Assess family’s immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse, neglect, and domestic violence |
| 02.04 | Recognize barriers to services and access appropriate resources to care. |
| 03.0 | Assist client/families in goal setting and achievement. – The student will be able to: |
| 03.01 | Explore family goals and assist families in prioritizing. |
| 03.02 | Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan. |
| 03.03 | Provide client/family-centered care and family-directed services. |
| 04.0 | Educate client/families. – The student will be able to: |
| 04.01 | Educate clients/families regarding available community agencies and resources. |
| 04.02 | Provide culturally appropriate information and social supports to members of the community seeking health/social services. |
| 04.03 | Educate families in how to advocate for themselves within systems. |
| 05.0 | Establish client/family support system. – The student will be able to: |
| 05.01 | Assess support provided by family members, neighbors and friends. |
| 05.02 | Assist clients/family to develop skills to increase their own capacity to access needed health/social services. |

05.03 Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.).

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Domestic Violence Services
Career Cluster: Human Services

| CCC | |
|----------------------------|---|
| CIP Number | 0451159904 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically family violence environments. Students must be able to demonstrate a knowledge of the dynamics of domestic violence as it relates to each family member; develop a professional awareness of domestic violence theories and ethics; develop a capacity to design and implement programs consistent with the needs of the family in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Family Violence Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a family violence approach. Course work will prepare students to function as family violence workers in community-based, residential, group home and other work environments.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

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

- 01.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Display an understanding of the dynamics of domestic violence.
- 03.0 Examine the theories, identification, and causes of domestic violence.
- 04.0 Understand the legal system's response to domestic violence and impact of legislation on programs and services.
- 05.0 Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

Florida Department of Education
Student Performance Standards

Program Title: Domestic Violence Services
 CIP Number: 0451159904
 Program Length: 18 credit hours
 SOC Code(s): 21-1093

| | |
|---|---|
| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: | |
| 01.0 | PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to: |
| 01.01 | Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups. |
| 01.02 | Develop goals, and design and implement a plan of action. |
| 01.03 | Display skills to evaluate the outcomes of the plan and the impact on the client or client group. |
| 02.0 | Display an understanding of the dynamics of domestic violence. – The student will be able to: |
| 02.01 | Describe the scope and breadth of domestic violence both nationally and internationally. |
| 02.02 | Discuss the healthcare implications of domestic violence. |
| 02.03 | Identify the different types of domestic abuse and family violence. |
| 02.04 | Identify the incidence and prevalence of domestic violence. |
| 02.05 | Compare psychological impacts of domestic violence on women and children. |
| 02.06 | Discuss the prevalence impact of domestic violence on male victims. |
| 03.0 | Examine the theories, identification, and causes of domestic violence. – The student will be able to: |
| 03.01 | Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence. |
| 03.02 | Recognize the signs and symptoms of domestic violence. |
| 03.03 | Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence. |
| 03.04 | Identify issues relating to children who are at risk of exposure to domestic violence. |
| 04.0 | Understand the legal system’s response to domestic violence and impact of legislation on programs and services. – The student will be able to: |
| 04.01 | Identify and recognize ethical issues in family law as it pertains to domestic violence. |
| 04.02 | Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence. |

| | |
|-------|---|
| 04.03 | Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994). |
| 04.04 | Discuss the impact of legislation on programs and services for victims of domestic violence. |
| 05.0 | Demonstrate effective assessment and intervention techniques in working with victims of domestic violence. – The student will be able to: |
| 05.01 | Contrast forms of crisis intervention and trauma responses. |
| 05.02 | Understand the nature of screening for domestic violence and safety planning in order to improve client counseling. |
| 05.03 | Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. |
| 05.04 | Identify the community services available to support and protect victims of domestic violence. |
| 05.05 | Model effective assessment and support techniques for intake, counseling, and termination. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Human Services Generalist
Career Cluster: Human Services

CCC

| | |
|----------------------------|---|
| CIP Number | 0451159905 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 aspects of the Human Services career cluster.

The College Credit Certificate program is designed to be the first educational step to a professional career in Human Services as Human Service Assistants (SOC 21-1093), or other positions that are a part of the social services delivery. It will provide credit course work for those employed in human service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human behavior specific to the good practices and techniques in human service. Course work will enable student's to employ effective communications and interpersonal skills, understand the legal and ethical responsibilities of human services and demonstrate computer literacy.

Students will demonstrate knowledge of the human services system, specifically how it affects practice and policy as well as the roles of human service workers in various settings. Students must be able to demonstrate knowledge of human development from birth to senescence, understand adaptive and maladaptive patterns of behavior and have an understanding of various treatment modalities and therapeutic interventions.

Students must develop effective interpersonal communication with clients, co-workers and supervisors. They must be able to demonstrate assessment, evaluation, problem solving and referral and crisis intervention skills as well as a working knowledge of legal and ethical issues related to human services.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

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

- 01.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Understand the risk factors that lead to human services intervention.
- 03.0 Examine the theories utilized in human services.
- 04.0 Display an understanding of treatment knowledge.
- 05.0 Demonstrate competencies of practice using various interventions.

Florida Department of Education
 Student Performance Standards

Program Title: Human Services Generalist
 CIP Number: 0451159905
 Program Length: 18 credit hours
 SOC Code(s): 21-1093

| | |
|---|---|
| This certificate program is part of the Social and Human Services AS degree program (1451159901). At the completion of this program, the student will be able to: | |
| 01.0 | PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to: |
| 01.01 | Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups. |
| 01.02 | Develop goals, and design and implement a plan of action. |
| 01.03 | Display skills to evaluate the outcomes of the plan and the impact on the client or client group. |
| 02.0 | Understand the risk factors that lead to human services intervention. |
| 03.0 | Examine the theories utilized in human services. |
| 04.0 | Display an understanding of treatment knowledge. |
| 05.0 | Demonstrate competencies of practice using various interventions. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

**Florida Department of Education
Curriculum Framework**

Program Title: Youth Development Services
Career Cluster: Human Services

| CCC | |
|----------------------------|---|
| CIP Number | 0451159906 |
| Program Type | College Credit Certificate (CCC) |
| Program Length | 18 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants |

Purpose

This certificate program is part of the Social and Human Services AS degree program (1451159901).

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.).

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 aspects of the Human Services career cluster.

The content includes but is not limited to knowledge of the human services system, roles of human service workers in various settings specifically youth work environments. Students must be able to demonstrate a knowledge of human development as it relates to specific age groups; develop a professional awareness of youth work; understand and implement a youth development approach in various environments; develop a capacity to design and implement programs consistent with the needs of youth in relation to available community resources.

This College Credit Certificate program is designed to be the first educational step to a professional career in Human Services with emphasis in Youth Services or other positions that are a part of the social services delivery SOC Code 21-1093 (Social and Human Service Assistants). It will provide credit course work for those employed in youth service occupations as well as those who seek to enter the profession without experience.

The College Credit Certificate will focus on broad introductory principles of human services specific to the good practices and techniques of a youth development approach. Course work will prepare students to function as youth workers in community-based, residential, group home and other youth work environments.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

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

- 01.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate.
- 02.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
- 03.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.
- 04.0 Demonstrate a general knowledge and understanding of community characteristics.
- 05.0 Demonstrate a general knowledge and understanding of family dynamics.
- 06.0 Understand how current social issues influence children/youth.
- 07.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.
- 08.0 Display an understanding of the prevention, recognition, and reporting of child abuse and neglect.

**Florida Department of Education
Student Performance Standards**

Program Title: Youth Development Services
CIP Number: 0451159906
Program Length: 18 credit hours
SOC Code(s): 21-1093

| | |
|--|---|
| This certificate program is part of the Social and Human Services AS degree program (01451159901). At the completion of this program, the student will be able to: | |
| 01.0 | PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to: |
| 01.01 | Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups. |
| 01.02 | Develop goals, and design and implement a plan of action. |
| 01.03 | Display skills to evaluate the outcomes of the plan and the impact on the client or client group. |
| 02.0 | Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments. – The student will be able to: |
| 02.01 | Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations. |
| 02.02 | Distinguish between the asset and deficit models of adolescent development. |
| 02.03 | Identify social problems unique to adolescent development. |
| 02.04 | Identify characteristics of a successful youth organization. |
| 02.05 | Design a youth program and intervention strategy consistent with the needs of youth and available resources. |
| 02.06 | Evaluate programs based upon the needs of youth and available resources. |
| 03.0 | Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. – The student will be able to: |
| 03.01 | Compare differences among theoretical perspectives on human growth and development. |
| 03.02 | Demonstrate an understanding of the varying influences on the domains of human development. |
| 03.03 | Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan. |
| 03.04 | Define and identify potential threats to normal human growth and development across the lifespan. |
| 04.0 | Demonstrate a general knowledge and understanding of community characteristics. – The student will be able to: |
| 04.01 | Identify and recognize the cultural diversity of the community when providing human services. |

| | |
|-------|---|
| 04.02 | Demonstrate knowledge of agencies and resources that meet the needs of youth in the community. |
| 05.0 | Demonstrate a general knowledge and understanding of family dynamics. – The student will be able to: |
| 05.01 | Demonstrate knowledge of how family factors can influence youth development. |
| 06.0 | Understand how current social issues influence children/youth. – The student will be able to: |
| 06.01 | Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. |
| 06.02 | Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.). |
| 07.0 | Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. – The student will be able to: |
| 07.01 | Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community. |
| 07.02 | Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability. |
| 08.0 | Display an understanding of the prevention, recognition, and reporting of child abuse and neglect. – The student will be able to: |
| 08.01 | Define the different kinds of abuse and neglect of children (physical, sexual, psychological, neglect, abandonment, exploitation, substance abuse, etc.). |
| 08.02 | Identify symptoms of parental/guardian stress that could lead to child abuse/neglect. |
| 08.03 | Identify ways to prevent child abuse and neglect. |
| 08.04 | Recognize signs of child abuse and neglect. |
| 08.05 | Identify steps to proper reporting of child abuse and neglect. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Florida Department of Education
Curriculum Framework

Program Title: Social and Human Services
Career Cluster: Human Services

AS

| | |
|----------------------------|---|
| CIP Number | 1451159901 |
| Program Type | College Credit |
| Standard Length | 60 credit hours |
| CTSO | HOSA (Future Health Professionals) |
| SOC Codes (all applicable) | 21-1093 Social and Human Service Assistants 21-1094 Community Health Workers |

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. The program provides a foundation preparing individuals for further education and careers in the Human Services career cluster.

This program has six tracks designed to prepare students for employment as (1) human services specialists and practitioners, (2) chemical dependency specialists and practitioners and (3) youth service specialists and practitioners, (4) domestic violence specialists, (5) elder care assistant, SOC Code 21-1093 (Social and Human Services Assistants) or (6) community health worker SOC Code 21-1094 (Community Health Worker) or to provide supplemental training for persons previously or currently employed in these occupations.

The content includes, but is not limited to, personal awareness, history and present status of mental health/human services movement, interdisciplinary human services roles and functions, human growth and development, adaptive and maladaptive patterns of behavior, case management, various treatment modalities, interpersonal communications, assessment, and evaluation.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Standards

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

Social and Human Services Core Standards 1-9: The Social and Human Services Core is a core of basic knowledge necessary for any Human Services career.

- 01.0 **HISTORY:** Identify the historical emergence of different human services and the various forces that influenced their development.
- 02.0 **HUMAN SYSTEMS:** Exhibit an understanding of the structure and dynamics of human systems as well as the nature of individuals and groups.
- 03.0 **HUMAN SERVICE DELIVERY SYSTEMS:** Recognize the service and delivery needs that arise in identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities.
- 04.0 **INFORMATION LITERACY:** Demonstrate an ability to integrate various forms of information.
- 05.0 **PROGRAM PLANNING AND EVALUATION:** Exhibit the ability to (A) assess the needs of clients and programs; (B) Develop interventions that promote optimal functioning, growth, and goal attainment; and (C) Evaluate and make necessary adjustments as appropriate.
- 06.0 **CLIENT INTERVENTIONS AND STRATEGIES:** Integrate the core of knowledge, theory, and skills needed to provide direct services and interventions to clients and client group.
- 07.0 **INTERPERSONAL COMMUNICATIONS:** Demonstrate the ability to create genuine and empathic relationships with others.
- 08.0 **CLIENT-RELATED VALUES AND ATTITUDES:** Apply the values and ethics intrinsic to the human services profession as governing principles of professional practice.
- 09.0 **SELF-DEVELOPMENT:** Develop an awareness of one's own values, cultural bias, philosophies, and style in the effective use of the professional self and understand how these personal characteristics affect clients.

Human Services Generalist Track I

- 10.0 Understand the risk factors that lead to human services intervention.
- 11.0 Examine the theories utilized in human services.
- 12.0 Display an understanding of treatment knowledge.
- 13.0 Demonstrate competencies of practice using various interventions.

Addictions Track II

- 14.0 Demonstrate a general knowledge and understanding of the biological aspects of addiction.
- 15.0 Examine the theories, identification, and causes of addiction.
- 16.0 Apply an understanding of treatment knowledge.
- 17.0 Demonstrate competencies of practice using various interventions.

Youth Development Track III

- 18.0 Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments.
- 19.0 Examine the theories, principles and stages of typical human growth and development and the challenges of each stage.

- 20.0 Demonstrate a general knowledge and understanding of community characteristics.
- 21.0 Demonstrate a general knowledge and understanding of family dynamics.
- 22.0 Understand how current social issues influence children/youth.
- 23.0 Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program.
- 24.0 Display an understanding of the prevention, recognition, and reporting of child abuse and neglect.

Domestic Violence Track IV

- 25.0 Display an understanding of the dynamics of domestic violence.
- 26.0 Examine the theories, identification, and causes of domestic violence.
- 27.0 Understand the legal system's response to domestic violence and impact of legislation on programs and services.
- 28.0 Demonstrate effective assessment and intervention techniques in working with victims of domestic violence.

Aging Track V

- 29.0 Display a general understanding of the psychological, physical, and social aspects of the aging process.
- 30.0 Examine how factors such as health, finances, and social roles influence familial role changes and independence.
- 31.0 Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect.
- 32.0 Demonstrate effective assessment and referral techniques in working with the elderly.

Community Health Worker Track VI

- 33.0 Assess client/family needs, strengths, and resources.
- 34.0 Assist client/families in goal setting and achievement.
- 35.0 Educate client/families.
- 36.0 Establish client/family support system.

Florida Department of Education
Student Performance Standards

Program Title: Social and Human Services
 CIP Numbers: 1451159901
 Program Length: 60 hours
 SOC Code(s): 21-1093, 21-1094

Refer to Rule 6A-14.030 (4) F.A.C., for the minimum amount of general education coursework required in the Associate of Science (AS) degree. At the completion of this program, the student will be able to:

Human Services Core Standards 1-9: The Human Services Core is a core of basic knowledge necessary for any Human Services career.

01.0 **HISTORY:** Identify the historical emergence of the different human services and the various forces that influenced their development – The student will be able to:

- 01.01 Discuss historical roots of human services.
- 01.02 Describe historical and current legislation affecting services delivery.
- 01.03 Explain how public and private attitudes influence legislation and the interpretation of policies related to human services.
- 01.04 Recognize the broader sociopolitical issues that affect human service systems.

02.0 **HUMAN SYSTEMS:** Exhibit an understanding of the structure and dynamics of human systems as well as the nature of individuals and groups. – The student will be able to:

- 02.01 Apply theories of human development.
- 02.02 Demonstrate competence in the following small group skills:
 - 02.02.01 Provide an overview of how small groups are used in human services settings
 - 02.02.02 Apply theories of group dynamics
 - 02.02.03 Demonstrate group facilitation skills
- 02.03 Identify changing family structures and roles.
- 02.04 Describe the organizational structures of communities.
- 02.05 Demonstrate an understanding of the capacities, limitations, and resiliency of human systems.
- 02.06 Integrate the context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.

03.0 **HUMAN SERVICE DELIVERY SYSTEM:** Recognize the service and delivery needs that arise in identifiable human conditions including, among others: aging, delinquency, crime, poverty, mental illness, physical illness, chemical dependency, and developmental disabilities. – The student will be able to:

- 03.01 Discuss the range and characteristics of human services delivery systems and organizations.
- 03.02 Identify the range of populations served and needs addressed by human services.
- 03.03 Apply the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy

| | |
|-------------|---|
| | functioning. |
| 04.0 | INFORMATION LITERACY: Demonstrate an ability to integrate various forms of information. – the student will be able to: |
| 04.01 | Obtain, synthesize, and clearly report information from various sources. |
| 04.02 | Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application |
| 04.03 | Uphold confidentiality and use appropriate means to share information. |
| 04.04 | Use technology to locate, evaluate, and disseminate information. |
| 05.0 | PROGRAM PLANNING AND EVALUATION: Exhibit the ability to: (A) assess the needs of clients and programs; (B) develop interventions that promote optimal functioning, growth, and goal attainment; and (C) evaluate and make necessary adjustments as appropriate. – The student will be able to: |
| 05.01 | Demonstrate knowledge and skills to analyze and assess the needs of clients or client groups. |
| 05.02 | Develop goals, and design and implement a plan of action. |
| 05.03 | Display skills to evaluate the outcomes of the plan and the impact on the client or client group. |
| 06.0 | CLIENT INTERVENTIONS AND STRATEGIES: Integrate the core of knowledge, theory, and skills needed to provide direct services and interventions to clients and client groups. – The student will be able to: |
| 06.01 | Apply theory and knowledge bases of prevention, intervention, and maintenance strategies. |
| 06.02 | Assess and analyze the needs of clients or client groups through observation, interviewing, active listening, consultation, and research. |
| 06.03 | Demonstrate competence in providing the following interventions to clients and client groups: |
| 06.03.01 | Case management |
| 06.03.02 | Intake interviewing |
| 06.03.03 | Helping skills |
| 06.03.04 | Identification and use of appropriate resources and referrals |
| 06.03.05 | Group facilitation and counseling |
| 06.03.06 | Use of consultation |
| 07.0 | INTERPERSONAL COMMUNICATION: Demonstrate the ability to create genuine and empathic relationships with others. – the student will be able to: |
| 07.01 | Clarify expectations. |
| 07.02 | Deal effectively with conflict. |
| 07.03 | Establish rapport with clients. |
| 07.04 | Develop and sustain behaviors that are congruent with the values and ethics of the profession. |
| 08.0 | CLIENT-RELATED VALUES AND ATTITUDES: Apply the values and ethics intrinsic to the human services profession as governing principles of professional practice. – the student will be able to: |
| 08.01 | Endorse a policy of the least intrusive intervention in the least restrictive environment. |

| | |
|---|--|
| 08.02 | Validate and encourage client self-determination. |
| 08.03 | Maintain confidentiality of information. |
| 08.04 | Affirm the worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity. |
| 08.05 | Uphold the belief that individuals, services systems, and society can change. |
| 08.06 | Value interdisciplinary team approaches to problem solving. |
| 08.07 | Maintain appropriate professional boundaries. |
| 08.08 | Integrate the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education. |
| 09.0 | SELF-DEVELOPMENT: Develop an awareness of one's own values, cultural bias, philosophies, personality, and style in the effective use of the professional self and understand how these personal characteristics affect clients – the student will be able to: |
| 09.01 | Demonstrate conscious use of self. |
| 09.02 | Clarify personal and professional values. |
| 09.03 | Develop an awareness of diversity. |
| 09.04 | Practice strategies for self-care. |
| 09.05 | Reflect on professional self (e.g., journaling, development of a portfolio, or project-demonstrating competency). |
| Human Services Generalist Track I – This module prepares students for the occupational completion point of Human Services Generalist. Graduates will be eligible for employment as practitioners in vocational applications, which assist towards wholeness for individuals suffering from mental health and social deprivation and/or developmental disability. | |
| 10.0 | Understand the risk factors that lead to human services intervention. |
| 11.0 | Examine the theories utilized in human services. |
| 12.0 | Display an understanding of treatment knowledge. |
| 13.0 | Demonstrate competencies of practice using various interventions. |
| Addictions Studies Track II -- This module prepares human service practitioners/professionals to work with persons who have been affected by addictions. Track I must be completed in addition to Track II. Persons completing this program will be eligible for employment as addictions specialists and equivalent jobs. | |
| 14.0 | Demonstrate a general knowledge and understanding of the biological aspects of addiction. – The student will be able to: |
| 14.01 | Identify psychoactive substances associated with substance use disorders and describe their effects on the brain, body, and behavior. |
| 14.02 | Recognize the potential for substance use disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to co-exist with addiction and substance use disorders (i.e. dual diagnoses). |
| 14.03 | Demonstrate familiarity with medical and pharmacological resources in the treatment of substance use disorders. |

| | |
|--|---|
| 15.0 | Examine the theories, identification, and causes of addiction. – The student will be able to: |
| 15.01 | Demonstrate a general knowledge and understanding of a variety of models and theories of addiction and other problems related to substance use. |
| 15.02 | Examine subjective and objective measures to assess for addiction and problematic use. |
| 15.03 | Recognize the social, political, economic, and cultural context within which addiction and substance use disorder exist, including risk and resiliency factors that characterize individuals and groups and their living environments. |
| 15.04 | Describe knowledge of the behavioral, psychological, biological, and social effects of psychoactive substance addiction on the user and significant others. |
| 15.05 | Analyze how problem substance use impacts family dynamics and functioning. |
| 16.0 | Apply an understanding of treatment knowledge. – The student will be able to: |
| 16.01 | Demonstrate a general knowledge and understanding of the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. |
| 16.02 | Recognize the importance of family, social networks, and community systems in the treatment and recovery process. |
| 16.03 | Demonstrate a general knowledge and understanding of the importance of research and outcome data and their application in clinical practice. |
| 16.04 | Recognize the value of an interdisciplinary approach to addiction prevention and treatment. |
| 16.05 | Demonstrate a general knowledge and understanding of the established diagnostic criteria for substance use disorders and describe treatment modalities and placement criteria within the continuum of care. |
| 17.0 | Demonstrate competencies of practice using various interventions. – The student will be able to: |
| 17.01 | Describe a variety of helping strategies for reducing the negative effects of substance use and substance use disorders. |
| 17.02 | Provide culturally sensitive treatment services appropriate to the culture identity and personal characteristic of the client which include ethnicity, language, gender, age, sexual orientation, etc. |
| 17.03 | Provide treatment services appropriate to the personal characteristics of the client which include ethnicity, language, gender, age, sexual orientation, etc. |
| 17.04 | Demonstrate a general knowledge and understanding of the history of drug policy and maintain currency with all changes. |
| 17.05 | Demonstrate a familiarity with drug court procedures, the needs of mandated clients, and techniques for effective treatment within the criminal justice system. |
| 17.06 | Illustrate an understanding of suicide protective and risk factors and knowledge of suicide assessment protocol, including gaining access to supervision to ensure the safety of the clients presenting with suicidal ideation, behaviors, intent and/or previous attempts. |
| Youth Development Track III -- This module prepares human service practitioners/professionals to work with youth. Track I must be completed in addition to Track III. Persons completing this program will be eligible for employment as youth specialists and equivalent jobs. | |
| 18.0 | Display an understanding of a youth development approach in community-based, residential, group home and other youth worker environments. – The student will be able to: |
| 18.01 | Describe the role of the youth worker as they relate to the management, organization and development of effective youth organizations. |

| | |
|-------|---|
| 18.02 | Distinguish between the asset and deficit models of adolescent development. |
| 18.03 | Identify social problems unique to adolescent development. |
| 18.04 | Identify characteristics of a successful youth organization. |
| 18.05 | Design a youth program and intervention strategy consistent with the needs of youth and available resources. |
| 18.06 | Evaluate programs based upon the needs of youth and available resources. |
| 19.0 | Examine the theories, principles and stages of typical human growth and development and the challenges of each stage. – The student will be able to: |
| 19.01 | Compare differences among theoretical perspectives on human growth and development. |
| 19.02 | Demonstrate an understanding of the varying influences on the domains of human development. |
| 19.03 | Demonstrate an understanding of and describe changes in cognitive, bio-psychosocial, and psychosexual development across the lifespan. |
| 19.04 | Define and identify potential threats to normal human growth and development across the lifespan. |
| 20.0 | Demonstrate a general knowledge and understanding of community characteristics. – The student will be able to: |
| 20.01 | Identify and recognize the cultural diversity of the community when providing human services. |
| 20.02 | Demonstrate knowledge of agencies and resources that meet the needs of youth in the community. |
| 21.0 | Demonstrate a general knowledge and understanding of family dynamics. – The student will be able to: |
| 21.01 | Demonstrate knowledge of how family factors can influence youth development. |
| 22.0 | Understand how current social issues influence children/youth. – The student will be able to: |
| 22.01 | Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement. |
| 22.02 | Recognize the social problems within society that affect children/youth (i.e., crime, juvenile delinquency, socio-economics, etc.). |
| 23.0 | Demonstrate an understanding of principles and best practices of a developmentally appropriate youth program. – The student will be able to: |
| 23.01 | Compare and contrast age appropriate curriculum that reflects the families, children and youth served in the community. |
| 23.02 | Develop an understanding of how strategic planning, goal setting, needs assessment and program evaluation promote program improvement and sustainability. |
| 24.0 | Display an understanding of the prevention, recognition, and reporting of child abuse and neglect. – The student will be able to: |
| 24.01 | Define the different kinds of abuse and neglect of children (physical, sexual, psychological, neglect, abandonment, exploitation, substance abuse, etc.). |
| 24.02 | Identify symptoms of parental/guardian stress that could lead to child abuse/neglect. |
| 24.03 | Identify ways to prevent child abuse and neglect. |
| 24.04 | Recognize signs of child abuse and neglect. |
| 24.05 | Identify steps to proper reporting of child abuse and neglect. |

Domestic Violence Track IV -- This module prepares human service practitioners/professionals to work with persons who have been affected by domestic violence and with agencies and programs that provide prevention. Track I must be completed in addition to Track IV. Persons completing this program will be eligible for employment as domestic violence specialists and equivalent jobs.

- 25.0 Display an understanding of the dynamics of domestic violence. – The student will be able to:
 - 25.01 Describe the scope and breadth of domestic violence both nationally and internationally.
 - 25.02 Discuss the healthcare implications of domestic violence.
 - 25.03 Identify the different types of domestic abuse and family violence.
 - 25.04 Identify the incidence and prevalence of domestic violence.
 - 25.05 Compare psychological impacts of domestic violence on women and children.
 - 25.06 Discuss the prevalence impact of domestic violence on male victims.
- 26.0 Examine the theories, identification, and causes of domestic violence. – The student will be able to:
 - 26.01 Understand the history and scope of domestic violence, theories of why people abuse, and the cycle of violence.
 - 26.02 Recognize the signs and symptoms of domestic violence.
 - 26.03 Explain the relevance of factors such as family history of violence, substance abuse, and medical and mental health in cause and continuation of violence.
 - 26.04 Identify issues relating to children who are at risk of exposure to domestic violence.
- 27.0 Understand the legal system’s response to domestic violence and impact of legislation on programs and services. – The student will be able to:
 - 27.01 Identify and recognize ethical issues in family law as it pertains to domestic violence.
 - 27.02 Evaluate the benefits and shortcomings of the various legal remedies that are available to victims of domestic violence.
 - 27.03 Explore mandatory reporting and state and federal requirements (to include the Violence Against Women Act (VAWA) of 1994).
 - 27.04 Discuss the impact of legislation on programs and services for victims of domestic violence.
- 28.0 Demonstrate effective assessment and intervention techniques in working with victims of domestic violence. – The student will be able to:
 - 28.01 Contrast forms of crisis intervention and trauma responses.
 - 28.02 Understand the nature of screening for domestic violence and safety planning in order to improve client counseling.
 - 28.03 Compare the effectiveness of various techniques of intervention/advocacy for social awareness/improvement.
 - 28.04 Identify the community services available to support and protect victims of domestic violence.
 - 28.05 Model effective assessment and support techniques for intake, counseling, and termination.

Ageing Track V -- This module prepares human service practitioners/professionals to work with the aging population. Track I must be completed in addition to Track V. Persons completing this program will be eligible for employment as elder care assistant and equivalent jobs.

- 29.0 Display a general understanding of the psychological, physical, and social aspects of the aging process. – The student will be able to:

| | |
|--|---|
| 29.01 | Discuss the psychological changes that may occur with aging such as issues with self-esteem, regret, depression, and loneliness. |
| 29.02 | Discuss the physical changes that may occur with aging such as appearance, strength, stamina, cognition, and resistance. |
| 29.03 | Identify ways to maximize psychological health in the aging process. |
| 29.04 | Discuss the impact of ethnicity, gender, and spirituality in the aging process. |
| 30.0 | Examine how factors such as health, finances, and social roles influence familial role changes and independence. – The student will be able to: |
| 30.01 | Discuss the impact of the role reversal between parent and child on both parties. |
| 30.02 | Discuss the relationships with doctors and case managers and the impact of the healthcare industry on the elderly. |
| 30.03 | Identify potential risk factors in planning for retirement, health care costs, adequacy of savings for retirement, and financing of long term care. |
| 30.04 | Analyze grief reactions such as the stages of death and dying. |
| 30.05 | Identify issues relating to sexual functioning, intimacy, and affection for older adults. |
| 31.0 | Display an understanding of the prevention, recognition, and reporting of elder abuse and neglect. – The student will be able to: |
| 31.01 | Define the different kinds of abuse and neglect of the elderly (physical, sexual, psychological, neglect, abandonment, financial or material exploitation, and self-neglect). |
| 31.02 | Identify symptoms of caregiver stress that could lead to abuse or neglect. |
| 31.03 | Identify ways to prevent abuse and neglect. |
| 31.04 | Recognize signs of abuse and neglect. |
| 31.05 | Identify steps to proper reporting of elder abuse and neglect. |
| 32.0 | Demonstrate effective assessment and referral techniques in working with the elderly. – The student will be able to: |
| 32.01 | Model effective assessment and support techniques for intake, counseling, and referring of the elderly. |
| 32.02 | Discuss the role of community services and social support groups in aging. |
| 32.03 | Identify services designed to help older adults cope with dying, death, bereavement, and other psychological challenges of aging. |
| 32.04 | Identify services designed to help with cognitive and physical ailments that are specific to the elderly. |
| 32.05 | Identify services designed to help family members of the elderly. |
| Community Health Worker Track VI -- This module prepares human service practitioners/professionals to work in community health. Track I must be completed in addition to Track VI. Persons completing this program will be eligible for employment as community health workers and equivalent jobs. | |
| 33.0 | Assess client/family needs, strengths, and resources. – The student will be able to: |
| 33.01 | Apply typical methods used for assessment and screening to assess a client/family's strengths and areas of need. |
| 33.02 | Distinguish between the strengths-based and deficit models of family development. |

| | |
|-------|---|
| 33.03 | Assess family's immediate environment, including living conditions, housing stability, risk for substance abuse, child abuse, neglect, and domestic violence. |
| 33.04 | Recognize barriers to services and access appropriate resources to care. |
| 34.0 | Assist client/families in goal setting and achievement. – The student will be able to: |
| 34.01 | Explore family goals and assist families in prioritizing. |
| 34.02 | Assist client/family in developing a plan with measurable goals and assist the family in monitoring the implementation of the plan. |
| 34.03 | Provide client/family-centered care and family-directed services. |
| 35.0 | Educate client/families. – The student will be able to: |
| 35.01 | Educate clients/families regarding available community agencies and resources. |
| 35.02 | Provide culturally appropriate information and social supports to members of the community seeking health/social services. |
| 35.03 | Educate families in how to advocate for themselves within systems. |
| 36.0 | Establish client/family support system. – The student will be able to: |
| 36.01 | Assess support provided by family members, neighbors and friends. |
| 36.02 | Assist clients/family to develop skills to increase their own capacity to access needed health/social services. |
| 36.03 | Refer families to support groups (e.g., parenting, substance abuse, counseling, spiritual, etc.). |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

HOSA (Future Health Professionals) is the intercurricular career and technical student organization(s) 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.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Program Length

The AS degree requires the inclusion of a minimum of 15 credits of general education coursework according to SACS, and it must be transferable according to Rule 6A-14.030 (2), F.A.C. The standard length of this program is 60 credit hours according to Rule 6A-14.030, F.A.C.

Certificate Programs

A College Credit Certificate consists of a program of instruction of less than sixty (60) credits of college-level courses, which is part of an AS or AAS degree program and prepares students for entry into employment (Rule 6A-14.030, F.A.C.). This AS degree program includes the following College Credit Certificates:

Addiction Services (0451159901) – 24 credits

Aging Services (0451159902) – 18 credits

Community Health Worker (0451159903) – 18 credits

Domestic Violence Services (0451159904) – 18 credits

Human Services Generalist (0451159905) – 18 credits

Youth Development Services (0451159906) – 18 credits

Standards for the above certificate programs are contained in separate curriculum frameworks.

**Florida Department of Education
Curriculum Framework**

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

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | D500100 |
| CIP Number | 0612040102 |
| Grade Level | 30, 31 |
| Standard Length | 1200 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5012 Hairdresser, Hairstylists, and Cosmetologists |
| Basic Skills Level | 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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program consists of a 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.

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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|---|-----------------------|-----------|----------|
| A | CSP0009 | Grooming and Salon Services Core, Facials and Nails | COSMETOL @7 7G | 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 | |

Regulated Programs

This program is regulated by the Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

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 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

- 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.

Florida Department of Education
Student Performance Standards

Program Title: Cosmetology
Career Certificate Program Number: D500100

| | |
|---|---|
| Course Number: CSP0009 | |
| Occupational Completion Point: A | |
| Grooming and Salon Services Core, Facials and Nails – 225 Hours – SOC Code 39-5012 | |
| 01.0 | Identify career opportunities. – The student will be able to: |
| 01.01 | Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The students will be able to: |
| 02.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices. – The student will be able to: |
| 03.01 | Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer’s instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. |
| 03.04 | Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills. – The students will be able to: |
| 04.01 | Locate, comprehend and evaluate key elements of oral and written information. |
| 04.02 | Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. |
| 04.03 | Present information formally and informally for specific purposes and audiences. |

| | |
|-------|---|
| 05.0 | Demonstrate mathematics knowledge and skills. – The students will be able to: |
| 05.01 | Identify math skills as it applies to grooming and salon services. |
| 05.02 | Demonstrate knowledge of arithmetic operations. |
| 05.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| 06.0 | Demonstrate science knowledge and skills. – The students will be able to: |
| 06.01 | Discuss the role of creativity in constructing scientific questions, methods and explanations. |
| 06.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| 06.03 | Identify science as it applies to decontamination and infection control. |
| 06.04 | Identify chemistry as it applies to products used in the salon. |
| 06.05 | Identify science as it applies to anatomy and physiology. |
| 06.06 | Identify science as it applies to electricity and light therapy to perform appropriate treatment. |
| 07.0 | Explain the importance of employability skill and entrepreneurship skills. – The students will be able to: |
| 07.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 07.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 07.03 | Examine licensing, certification, and industry credentialing requirements. |
| 07.04 | Maintain a career portfolio to document knowledge, skills, and experience. |
| 07.05 | Evaluate and compare employment opportunities that match career goals. |
| 07.06 | Identify and exhibit traits for retaining employment. |
| 07.07 | Identify opportunities and research requirements for career advancement. |
| 07.08 | Research the benefits of ongoing professional development. |
| 07.09 | Examine and describe entrepreneurship opportunities as a career planning option. |
| 07.10 | Project a professional image. |

| | |
|-------|--|
| 07.11 | Work individually and cooperatively as a member of a homogenous or culturally diverse team. |
| 07.12 | Utilize communication skills applicable to the industry. |
| 07.13 | Balance personal and professional life. |
| 07.14 | Use and conserve resources and energy. |
| 07.15 | Define entrepreneurship-management skills. |
| 07.16 | Describe the importance of entrepreneurship to the American economy. |
| 07.17 | List the advantages and disadvantages of business ownership. |
| 07.18 | Identify the risks involved in ownership of a business. |
| 07.19 | Identify the necessary personal characteristics of a successful entrepreneur. |
| 07.20 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 08.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to: |
| 08.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| 08.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 08.03 | Conduct and participate in meetings to accomplish work tasks. |
| 08.04 | Employ mentoring skills to inspire and teach others. |
| 09.0 | Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to: |
| 09.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| 09.02 | Describe the effect of money management on personal and career goals. |
| 09.03 | Develop a personal budget and financial goals. |
| 10.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |
| 10.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| 10.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |

| | |
|-------|---|
| 10.03 | Evaluate and justify decisions based on ethical reasoning. |
| 10.04 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 10.05 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 10.06 | Interpret and explain written organizational policies and procedures. |
| 11.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to: |
| 11.01 | Describe the nature and types of business organizations. |
| 11.02 | Explain the effect of key organizational systems on performance and quality. |
| 11.03 | List and describe quality control systems and/or practices common to the workplace. |
| 11.04 | Explain the impact of the global economy on business organizations. |
| 12.0 | Use information technology tools. – The students will be able to: |
| 12.01 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| 12.02 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| 13.0 | Solve problems using critical thinking skills, creativity and innovation. – The students will be able to: |
| 13.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| 13.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| 13.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 13.04 | Conduct technical research to gather information necessary for decision-making. |
| 14.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to: |
| 14.01 | Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. |
| 14.02 | Locate, organize and reference written information from various sources. |
| 14.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| 14.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |

| | |
|-------|---|
| 14.05 | Apply active listening skills to obtain and clarify information. |
| 14.06 | Exhibit public relations skills that aid in achieving customer satisfaction. |
| 15.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals (students are only required to perform 20 nails procedures to obtain a cosmetology license, refer to rule 61G5-22.0125). – The student will be able to: |
| 15.01 | Clean and maintain implements by using appropriately mixed chemicals (EPA approved and hospital grades) and following the procedures for decontamination of tools per Chapter 61G5-22.005, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions. |
| 15.02 | Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. |
| 15.03 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| 15.04 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| 15.05 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| 15.06 | Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. |
| 15.07 | Prepare the natural nail for the application of an artificial nail by utilizing knowledge of anatomy of nails and hands and product reaction on the nails. |
| 15.08 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| 15.09 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| 15.10 | Demonstrate the correct application procedure of nail forms and caps by following all safety and sanitation procedures. |
| 15.11 | Correctly apply artificial material to the natural nail following all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of angles and shapes to mold into a natural looking nail. Follow all manufacturers' directions. |
| 15.12 | Following all manufactures directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and or to the full natural nail. Demonstrate knowledge of diseases and disorders of the nail and relationships of size to mold the artificial nail into a natural looking nail. |
| 15.13 | Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail. |
| 15.14 | Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability |

| | |
|-------|---|
| | create artful scenes on a minute surface. |
| 15.15 | Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance. |
| 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 skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals (students are only required to perform 10 facial procedures to obtain a cosmetology license, refer to rule 61G5-22.006). – The student will be able to: |
| 16.01 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| 16.02 | Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. |
| 16.03 | Demonstrate knowledge of available treatments and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| 16.04 | Demonstrate ability and knowledge to properly do a final cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. |
| 16.05 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. |
| 16.06 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| 16.07 | Shape eyebrows by tweezing and waxing incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. |
| 16.08 | Apply make-up based on the client's needs and desires, using proper safety procedures and appropriate application procedures and products, and utilizing knowledge of color theory and chemical reactions to the skin before application. |

Course Number: COS0002

Occupational Completion Point: A

Hairdressers, Hairstylists, and Cosmetologists – 300 Hours – SOC Code 39-5012

| | |
|-------|--|
| 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. – The student will be able to: |
| 17.01 | Prepare the client for service. |
| 17.02 | Analyze and evaluate the hair's chemical composition and structure. |
| 17.03 | Identify different compositions of shampoos. Utilize problem-solving skills to determine the appropriate products and applications and communicate an understanding of factors that influence the choice of products to meet client's needs. |
| 17.04 | Understand the chemical reaction of the shampoo molecule on the hair and scalp and utilize proper manipulations. |

| | |
|-------|---|
| 17.05 | Rinse shampoo thoroughly from hair and scalp. Understand the chemical reaction of shampoo with water composition, temperature, and electrostatic force of each. |
| 17.06 | Identify different compositions of conditioners. Utilize problem solving skills determine the appropriate products and applications to communicate an understanding of factors that influence the choice of products to meet client's needs. |
| 17.07 | Apply treatment or conditioner according to manufacturer's directions. |
| 17.08 | Demonstrate the proper manipulation based on the scalp analysis and client consultation. |
| 17.09 | Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). Have working knowledge of the effects of electricity and light as it deals with the scalp chemically and physically. Utilize problem-solving skills to determine the proper procedure to meet client's needs. |
| 17.10 | Remove conditioner or treatment, if required. Understand the chemical reaction of conditioners/treatments with the water, manufacturing recommendations, and client's needs. |
| 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. – The student will be able to: |
| 18.01 | Select and utilize hair cutting implements and techniques using scissors, razors, clippers, texturizing implements, and utilizing universal precautions. Select proper implements, identify implement parts, and utilize implements properly by using knowledge of hair structure and condition of the hair. |
| 18.02 | Make a decision using active listening and knowledge of hair to determine desired implementation and results. Divide the head into sections according to head structure of client for desired haircut (dry/wet). Use appropriate elevation and proceed with hair cut to obtain desired results (solid form, graduated, layered, over-directed and combinations thereof). |
| 18.03 | Edge and clean neckline using the bone structure of the head and texture of the hair to the appropriate shape and length, using the razor, clipper or scissors. |
| 18.04 | Check completed haircut for blends by analyzing the relationship between the hairs remaining on the client's head to the stature of the client using the different degree of elevation of hair. |
| 18.05 | Decontaminate, and maintain cutting implements using appropriately mixed chemicals (EPA approved and hospital grade) and following the manufacturer's directions and the procedure for decontamination of tools per 61G5-22.005, F.A.C. |

Course Number: COS0003

Occupational Completion Point: A

Hairdressers, Hairstylists, and Cosmetologists – 300 Hours – SOC Code 39-5012

| | |
|-------|---|
| 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 hairstyles on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs. – The student will be able to: |
| 19.01 | Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs by demonstration of knowledge of planes, angles, anatomy and law of color. |

| | |
|-------|--|
| 19.02 | Perform "wet set" using principles of design (i.e. hair sculpturing, rollers and finger waves). |
| 19.03 | Set up equipment and perform thermal styling using blow dryers, flat irons, curling irons, crimping irons, pressing combing, using principles of design. |
| 19.04 | Demonstrate the principles of styling the client's hair utilizing knowledge of anatomy, angles and planes in "combing-out" various hairstyles. |
| 19.05 | Demonstrate knowledge of braiding natural hair techniques by utilizing knowledge of anatomy and mathematics. |
| 19.06 | Demonstrate ability in styling individual hairpieces by utilizing knowledge of chemistry, angles, and planes. |
| 19.07 | Demonstrate ability to create hairstyles by incorporating, attaching and blending hairpieces into the desired hairstyle. |
| 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. – The student will be able to: |
| 20.01 | Determine and identify the geometric shapes of artificial hair, including wigs and hairpieces. Calculate the relationships of color theory and its chemical make-up necessary to achieve the desired result. |
| 20.02 | Measure client's head form as it relates to the similarity and proportionality of the individual wig or hairpiece. |
| 20.03 | Cleanse and cut artificial hair utilizing chemical theory and practical application necessary to achieve the desired result. |
| 20.04 | Secure and intertwine artificial hair to the scalp or hair using chemical bonding compound or by interlocking with a needle or hook to achieve the desired style. |

Course Number: COS0009

Occupational Completion Point: A

Hairdressers, Hairstylists, and Cosmetologists – 375 Hours – SOC Code 39-5012

| | |
|-------|--|
| 21.0 | Identify and perform permanent waving, reconstructed curl and 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. – THE student will be able to: |
| 21.01 | Analyze scalp and hair for skin or hair disease or disorders to avoid adverse reaction and determine that proper chemical for the client. |
| 21.02 | Select appropriate solution and strength, by measuring and mixing, according to hair texture and desired results. |
| 21.03 | Demonstrate knowledge of chemical and physical changes. |
| 21.04 | Demonstrate knowledge of possible adverse chemical reactions to the skin. Apply a protective barrier cream to avoid client injury. |
| 21.05 | Apply the proper chemicals required for a rearranger or chemical relaxer to achieve desired result. |

| | |
|-------|--|
| 21.06 | Demonstrate knowledge of the chemical reaction of chemical relaxer or reconstructive curl to determine the necessary processing time. |
| 21.07 | Read, analyze and perform rinsing or shampooing as per manufacturer's instructions to avoid adverse chemical reactions. |
| 21.08 | Demonstrate knowledge of the proper selection of rods and wrapping techniques to achieve desired results. |
| 21.09 | Demonstrate the ability to apply the processing solution for the appropriate time and perform test curl. |
| 21.10 | Demonstrate the ability to rinse, blot, shampoo, and/or neutralize all chemical solutions. |
| 21.11 | Demonstrate the ability to remove rods and apply knowledge of chemicals to condition, normalize and style hair to the desired result and to record the results. |
| 21.12 | Demonstrate chemical knowledge and application of leave-in treatments and record the results. |
| 22.0 | Identify and apply temporary, semi-permanent, permanent color, lightener and specialty color techniques. Identify the proper chemical to be prescribed. Understand the chemicals that affect the hair shaft and skin. Identify, measure, and predict chemical reactions. Demonstrate proper procedure and application of chemicals. – The student will be able to: |
| 22.01 | Perform an FDA mandated patch test (predisposition, skin, and allergy test), to determine client sensitivity to product. Decide whether to apply patch test and use appropriate application procedure. Mix chemicals following manufacturer's directions. |
| 22.02 | Demonstrate the practice of effective draping of the client to insure safety in the workplace and community. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. |
| 22.03 | Describe, observe, identify and analyze the functions, structures, diseases and disorders of the scalp and hair. |
| 22.04 | Analyze the hair's texture, density, elasticity, porosity and condition to determine the appropriate solutions needed to perform the service and obtain the desired results. Select and assemble all needed materials after analysis. |
| 22.05 | Divide the hair into appropriate sections to visualize the scalp for proper application of product. |
| 22.06 | Mix, if required, and apply appropriate color, toner, and/or bleach according to manufacturer's directions. Use proper safety equipment to safeguard the student, operator, and client. |
| 22.07 | Perform a strand test to determine desired color using proper procedures. Follow all safety and sanitation procedures. |
| 22.08 | Identify and perform specialty-coloring techniques using the knowledge of ratios and proportions to analyze the density and texture of the client's hair and determine the techniques needed to properly section and apply product. |
| 22.09 | Choose the appropriate shampoo to cleanse the hair using knowledge of shampoo chemistry before or after applying color according to manufacturer's instructions. Remove unwanted color stains on the skin if needed using appropriate products and complete the client consultation card. |
| 22.10 | Analyze the hair to determine if a conditioner or normalizing conditioner is needed either before or after shampooing using the knowledge of the chemistry of conditioners. Follow manufacturer's directions. Complete the client consultation card. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

Program Title: Advanced Esthetics
Program Type: Career Preparatory
Career Cluster: Human Services

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | D500200 |
| CIP Number | 0612040902 |
| Grade Level | 30, 31 |
| Standard Length | 600 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |
| Basic Skills Level | 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 is a continuation of the Facials/Skin Care Specialist program. A student completing the Advanced Esthetics program is prepared for employment as a licensed Facials/Skin Care Specialist (SOC 39-5094) within the spa industry, medical offices including dermatologic and plastic surgeons, and the new medi-spa industry. The program is designed for registered Facials/Skin Care Specialist who would like to add training to update their skills and become current with the new trends in the field of esthetics. It will help meet rising consumer demand for personalized care and therapeutic treatment by highly skilled skin care professionals.

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; spa therapies; chemical peels; exfoliators; microdermabrasion equipment; advanced esthetics; advanced European treatments; and esthetics chemistry. Students will also become familiar with appropriate medical terminology and first aid. Nutrition and its effects on the body and appearance will also be studied.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program consists of a 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.

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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|----------------------------|-----------------------------------|-----------|----------|
| A | CSP0105 | Advanced Skin Care I | COSMETOL @7 7 G FACIAL TEC 7 G | 150 hours | 39-5094 |
| | CSP0106 | Advanced Skin Care II | | 150 hours | |
| | CSP0264 | Facial Treatments | | 150 hours | |
| | CSP0930 | Specialty Topics | | 60 hours | |
| | CSP0505 | Ethical Business Practices | | 30 hours | |
| | CSP0940 | Internship | | 60 hours | |

This program is designed for registered Facials/Skin Care Specialist within the State of Florida who wish to enhance their skillset in order to be employable by the spa industry, medical offices including dermatology and plastic surgery, and the new medi spa industry.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate knowledge and understanding of principles found in advanced bacteriology.
- 02.0 Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field.
- 03.0 Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health.
- 04.0 Demonstrate a clear understanding of cosmetic surgery and the esthetician.
- 05.0 Demonstrate a clear understanding of Botox®, dermal fillers and sclerotherapy.
- 06.0 Demonstrate and have a working knowledge of how to build your medi spa business.
- 07.0 Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional.
- 08.0 Demonstrate the usage of products in the field of advanced esthetics.
- 09.0 Demonstrate the techniques, precautions and procedures of mask application.
- 10.0 Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures.
- 11.0 Demonstrate competence in the field of chemical peel techniques, precautions, and procedures.
- 12.0 Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care.
- 13.0 Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting.
- 14.0 Develop entrepreneurial business practices.
- 15.0 Demonstrate working knowledge of the industry itself.

Florida Department of Education
Student Performance Standards

Program Title: Advanced Esthetics
Career Certificate Program Number: D500200

| | |
|--|--|
| Course Number: CSP0105 | |
| Occupational Completion Point: A | |
| Advanced Skin Care I-Esthetician – 150 Hours – SOC Code 39-5094 | |
| 01.0 | Demonstrate knowledge and understanding of principles found in advanced bacteriology. – The student will be able to: |
| 01.01 | Demonstrate basic understanding of the importance of sanitary precautions in the work environment. |
| 01.02 | Demonstrate basic knowledge of bacteria according to State Board of Cosmetology. Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory (NOTE: staph and MRSA must be reviewed). |
| 01.03 | Students will be able to follow procedures for decontamination of tools per 61G5-22.002 F.A.C. |
| 01.04 | Be able to prepare clients and assemble sanitized materials. |
| 01.05 | Describe, observe, identify, and analyze the functions, structures, and diseases and disorders of skin. |
| 01.06 | Demonstrate and communicate to the client the proper care of skin, through cleanliness, nutrition, and healthy living. |
| 01.07 | Apply teamwork procedures and social skills in following the rules for professional ethics. |
| 01.08 | Demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 02.0 | Demonstrate knowledge and understanding of advanced electrical equipment and their usage and purpose within the esthetics field. – The student will be able to: |
| 02.01 | Explain the principles of electricity as used within the esthetics field. |
| 02.02 | Have a clear understanding of electric modalities and benefits. |
| 02.03 | Be able to identify appropriate equipment based on the identification of bone structure, face shapes, and fashion trends to fulfill client's needs and desires. |
| 02.04 | Have a clear understanding of the proper use of equipment and proper treatment protocols concerning advanced care. |
| 02.05 | Be able to set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared rays). |
| 02.06 | Have a clear understanding of the safety and the use of all equipment and machines in a medi spas environment. |

| | |
|-------|---|
| 02.07 | Describe the effects of electricity and light as it deals with the skin chemically and physically. |
| 02.08 | Define the basics of atoms, neutrons, and electrons as it applies to the esthetics field. |
| 02.09 | Explain the difference between mechanical and chemical exfoliation medical grades. |
| 02.10 | Have a clear working knowledge of galvanic and iontophoresis of serum concentrates. |
| 02.11 | Have a clear working knowledge of high frequency applications and techniques. |
| 02.12 | Demonstrate an understanding of advanced face and body treatments in accordance with state guidelines. |
| 02.13 | Utilize problem-solving skills to determine the proper procedure to meet client's needs. |
| 03.0 | Demonstrate understanding of the field of advanced techniques and procedures with emphasis on medical terminology and bodily health. – The student will be able to: |
| 03.01 | Know and place in context with the esthetics industry a brief history of medicine. |
| 03.02 | Know some major contributions to the medical field involving issues within the esthetics industry. |
| 03.03 | Know the history of medical terminology as it pertains to the esthetics industry. |
| 03.04 | Understand and identify common drug side effects used within the esthetics industry. |
| 03.05 | Demonstrate an understanding of how prescription and illegal drugs affect the skin. |
| 03.06 | Demonstrate the effect of drugs on skin conditions such as acne and how others can cause dryness and allergic reactions on the skin's surface. |
| 03.07 | Explain to clients the effects of drugs and how they interfere with the body's intake of oxygen thus effecting healthy cell growth. |
| 03.08 | Explain the effect of lifestyles and the impact on the health of the skin. |
| 04.0 | Demonstrate a clear understanding of cosmetic surgery and the esthetician. – The student will be able to: |
| 04.01 | Identify and demonstrate a clear understanding of post- and pre-op surgical procedures under a physician's supervision. |
| 04.02 | Identify which procedures a Facial/Skin Care Specialist by Florida Statute/Rule can perform under a doctor's supervision. |
| 04.03 | Identify surgical procedures that can be performed by plastic surgeons and dermatologists only. |
| 04.04 | Understand and apply protocols involved with patient recovery. |
| 04.05 | Understand and apply working knowledge of wound care for proper healing of surgical procedures. |
| 04.06 | Explain career opportunities that are available in the medi spas side of esthetics. |

| | |
|-------|---|
| 05.0 | Demonstrate a clear understanding of Botox®, dermal fillers, and sclerotherapy. – The student will be able to: |
| 05.01 | Explain the history and benefits of Botox® and other dermal fillers. |
| 05.02 | Explain the importance of training as it pertains to Botox® and dermal fillers. |
| 05.03 | Identify the licensure and liability issues associated with Botox® and other injectables. |
| 06.0 | Demonstrate and have a working knowledge of how to build your medi spas business. – The student will be able to: |
| 06.01 | Identify and define a medi spas clinical setting and the services that are performed in that setting. |
| 06.02 | Understand the importance of innovation within the medi spas industry. |
| 06.03 | Describe how medi spas integrate surgical and nonsurgical procedures. |
| 06.04 | Describe how medi spas monitor patient recovery. |
| 06.05 | Discuss how medi spas organize and monitor medi spas treatments and which must be under the care and supervision of a physician. |
| 06.06 | Explain the licensure and liability issues associated with the medi spas industry and how corporations use this industry for preventative care options. |

Course Number: CSP0106
Occupational Completion Point: A
Advanced Skin Care II-Esthetician – 150 Hours – SOC Code 39-5094

| | |
|-------|---|
| 07.0 | Demonstrate advanced knowledge of skin and its physiology and histology as a basic requirement of knowledge for the advanced skin care professional. – The student will be able to: |
| 07.01 | Demonstrate advanced knowledge of skin, its physiology and histology. |
| 07.02 | Be able to identify and explain the basic layers of the skin. |
| 07.03 | Be able to identify the effects of hormones on the skin. |
| 07.04 | Describe the function of the skin and how it gets its color through melanin. |
| 07.05 | Define and have an understanding of collagen and elasticity. |
| 07.06 | Demonstrate a clear understanding of the dermatological treatment of sun damage and sun protection of the skin. |
| 07.07 | Explain the aging process of the skin. |
| 07.08 | Have a clear understanding of free radical damage. |
| 07.09 | Be able to identify the structures, functions and disorders of the skin and be able to advise on a wide variety of appropriate |

| | |
|-------|---|
| | protocols. |
| 07.10 | Distinguish between different types of chronic disorders of the skin and suggestions on appropriate protocols. |
| 07.11 | Describe the changes in skin (normal, oily, dry, and combination) in advanced skin care protocols. |
| 08.0 | Demonstrate the usage of products in the field of advanced esthetics. – The student will be able to: |
| 08.01 | Identify skin type and aging classifications with treatment plans in mind for proper protocol specific to both male and female clients. |
| 08.02 | Describe the basic products used in advanced facials. |
| 08.03 | Recognize and understand the benefits of many ingredients. |
| 08.04 | Understand product chemistry and product components in formulating advanced skin care products. |
| 08.05 | List and describe the main categories of advanced professional skin care products, e.g. derma fillers, medical grade chemical peels, keratolytic agents, etc. |
| 08.06 | Be able to understand and apply different product formulations for different skin types. |
| 08.07 | Explain FDA regulations regarding cosmetic claims and product safety. |
| 08.08 | Have a clear understanding of the history of aromatherapy and spa therapies. |
| 08.09 | Be able to appropriately use aromatherapy oils. |
| 08.10 | Know and apply safety precautions regarding use of aromatherapy oils within the esthetics industry. |
| 09.0 | Demonstrate the techniques, precautions and procedures of mask application. – The student will be able to: |
| 09.01 | Demonstrate a clear understanding of mask application. |
| 09.02 | Communicate skills and knowledge of mask treatment protocols to others. |
| 09.03 | Demonstrate preparation and procedures for advanced facial mask techniques. |
| 09.04 | Identify treatments for different skin conditions which include dryness, oiliness, or redness and the appropriate mask formula which will work best for these skin types. |
| 09.05 | Understand contraindications and indications of facial treatments with the use of masks. |
| 09.06 | Be able to describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin. |
| 09.07 | Have a clear understanding of sanitization and sterilization in reference to advanced mask (e.g., medical-grade) usage and safety procedures for all forms of decontaminations and autoclave. |
| 09.08 | Using universal precaution, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |

| | |
|-------|---|
| 09.09 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer's instructions. |
| 09.10 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per 61G5-22.002 Florida Administrative Code (F.A.C.). |
| 09.11 | Demonstrate and communicate to the client the proper care of skin through cleanliness, nutrition, and healthy living. |
| 10.0 | Demonstrate understanding of the field of microdermabrasion techniques, precautions and procedures. – The student will be able to: |
| 10.01 | Summarize the history of microdermabrasion. |
| 10.02 | Understand the value of clinical training for microdermabrasion. |
| 10.03 | Know and apply the Florida Administrative Code (F.A.C.), regulations and insurance requirements for licensure which apply to equipment used in the field of microdermabrasion. |
| 10.04 | Know and be able to apply indications, applications, contraindications, and mechanism of action of microdermabrasion. |
| 10.05 | Understand the benefits of the use of microdermabrasion and patient recovery time under physician care. |
| 10.06 | Be able to identify various career options available with microdermabrasion. |
| 10.07 | Understand how professional ethics apply to the field of microdermabrasion treatments. |
| 10.08 | Demonstrate a working knowledge in Microdermabrasion applications, safety, and procedures. |
| 11.0 | Demonstrate competence in the field of chemical peel techniques, precautions, and procedures. – The student will be able to: |
| 11.01 | Know and apply indications, applications, contraindications, and mechanisms of action of chemical peeling agents that are medical grade. |
| 11.02 | Identify chemical peel classifications in terms of peel depth. |
| 11.03 | Understand and apply the principles of patient selection, pre- and post-treatment precautions, and treatment alternatives for chemical peels. |
| 11.04 | Understand and be able to implement clinical protocols for the following chemical peeling agents to obtain optimal results with medical grade retinoic acid, enzyme peels, alpha hydroxy acid, beta hydroxy acid, and trichloroacetic acid. |
| 11.05 | Prevent and manage chemical peel complications, types of wounds and compromises. |
| 11.06 | Demonstrate a clear understanding of post- and pre-opt surgical procedures under a physician's supervision. |
| 11.07 | Be able to identify various career options available with chemical peels. |
| 11.08 | Understand and be able to advise and act ethically with clients regarding chemical peels. |

Course Number: CSP0264

Occupational Completion Point: A

Facial Treatments-Esthetician – 150 Hours – SOC Code 39-5094

12.0 Demonstrate a strong foundation of treatment plans for individual client needs which ensures an optimal outcome in skin care. – The student will be able to:

12.01 Discuss the importance and the advantages of giving a facial without the aid of machines in the salon for cost effectiveness.

12.02 Explain the procedures that can be done in the salon with the different types of skin and benefits of each.

12.03 Discuss the benefits for having a strong foundation of step-by-step procedures for each skin type and to be able to meet individual needs.

12.04 Demonstrate the treatment protocol for dry skin.

12.05 Demonstrate the treatment protocol for normal skin.

12.06 Demonstrate the treatment protocol for oily skin.

12.07 Demonstrate the treatment protocol for acne skin.

12.08 Demonstrate the treatment protocol for mature and aging skin.

12.09 Demonstrate the treatment protocol for combination skin.

12.10 Demonstrate the treatment protocol for couperose skin.

12.11 Demonstrate the treatment protocol for skin that is affected by rosacea.

12.12 Demonstrate the treatment protocol for males.

12.13 Demonstrate the treatment protocol for ethnic skin.

Course Number: CSP0930

Occupational Completion Point: A

Specialty Topics-Esthetician – 60 Hours – SOC Code 39-5094

13.0 Demonstrate understanding of specialty topic, their legal and regulatory implications, and be able to apply this knowledge in the work setting. – The student will be able to:

13.01 Explain the importance of the specialty topic such as permanent make-up and other related specialties in the industry.

13.02 Explain the benefits to clients of the specialty topic.

13.03 Explain the legal and regulatory issues involved with the specialty topic.

| | |
|----------|--|
| 13.04 | Explain the indications and contraindications of use of the specialty topic on clients. |
| 13.05 | Demonstrate competences and techniques in specialty topics such as air brush make-up, spray tans and spa techniques. |
| 13.06 | Demonstrate an understanding of any safety precautions involved with the specialty topic. |
| 13.07 | Explain economic or business decisions involved with the specialty topic. |
| 13.07.01 | Identify career opportunities involved with the specialty topic. |
| 13.07.02 | Describe any personal or salon safety rules impacted by the specialty topic. |

Course Number: CSP0505
Occupational Completion Point: A
Ethical Business Practices-Esthetician – 30 Hours – SOC Code 39-5094

| | |
|-------|---|
| 14.0 | Demonstrate a fundamental understanding product management and sales with business principles. --The student will be able to: |
| 14.01 | Understand and apply appropriate product management and sales techniques with a client. |
| 14.02 | Demonstrate understanding of business promotion. |
| 14.03 | Demonstrate understanding of environmental and safety regulations involved with this industry. |
| 14.04 | Demonstrate knowledge and principles of staff management and ethical behaviors. |
| 14.05 | Demonstrate knowledge and application of products. |
| 14.06 | Understand and implement marketing strategies which lead to business growth. |
| 14.07 | Understand similarities and differences between traditional salons, spas, and medi spas. |
| 14.08 | Describe the importance of entrepreneurship to the American economy. |
| 14.09 | List the advantages and disadvantages of business ownership. |
| 14.10 | Identify the risks involved in ownership of a business. |
| 14.11 | Identify the necessary personal characteristics of a successful entrepreneur. |
| 14.12 | Define entrepreneurship-management skills. |
| 14.13 | Identify the business skills needed to operate a small business efficiently and effectively. |

Course Number: CSP0940
Occupational Completion Point: A
Internship-Esthetician – 60 Hours – SOC Code 39-5094

15.0 Demonstrate working knowledge of the industry itself. – The student will be able to:

15.01 Demonstrate high level of work place skills to potential employers.

15.02 Demonstrate readiness for advanced positions within the esthetics industry.

15.03 Demonstrate effective communication skills with clients and others that allow the client to understand the factors that influence the determination of treatment strategies necessary to meet his/her needs.

15.04 Acquire additional skills as the industry changes and matures.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

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

This program has been daggered for deletion due to legislative changes to reduce the training hours. Effective January 01, 2021 enrollment is no longer allowed and enrollment will no longer be reportable as of December 31, 2020. Beginning January 01, 2021 all NEW students must be enrolled in the new 900-hour training program I120403/CIP 0612040202.

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | I120402 |
| CIP Number | 0612040200 |
| Grade Level | 30, 31 |
| Standard Length | 1200 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5011 Barbers |
| Basic Skills Level | Mathematics: 9 Language: 9 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.

The purpose of this program is to prepare students for employment as barbers (SOC 39-5011). Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points.

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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|--------------|-----------------------|-----------|----------|
| A | COS0150 | Barber 1 | BARBERING 7 G | 333 hours | 39-5011 |
| | COS0151 | Barber 2 | | 333 hours | |
| | COS0152 | Barber 3 | | 334 hours | |
| B | COS0671 | Barber 4 | | 200 hours | |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Barbers’ Board

Please refer to 61G3-16.001 F.A.C. for educational and training requirements.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

Florida Department of Education
Student Performance Standards

Program Title: Barbering
Career Certificate Program Number: I120402

Course Number: COS0150
Occupational Completion Point: A
Barber 1 – 333 Hours – SOC Code 39-5011

| | |
|-------|--|
| 01.0 | Demonstrate safe, sanitary and efficient work practices. – The student will be able to: |
| 01.01 | Observe and apply sanitation and shop safety rules and practices in all skill procedures. |
| 01.02 | Set up and operate equipment and utilize materials. |
| 01.03 | Clean and maintain implements and equipment. |
| 01.04 | Demonstrate professional ethics with clients and co-workers. |
| 01.05 | Analyze and recognize hair, skin and scalp conditions. |
| 01.06 | Analyze hair, skin and scalp products using pH scale. |
| 01.07 | Identify the histology of skin and hair. |
| 01.08 | Exhibit professional occupational skills. |
| 01.09 | Determine the need for and perform corrective services. |
| 02.0 | Identify and perform shampoo/hair conditioners and scalp treatment. – The student will be able to: |
| 02.01 | Prepare the client for service. |
| 02.02 | Analyze and recognize hair and scalp condition. |
| 02.03 | Select and recommend appropriate professional products. |
| 02.04 | Apply shampoo and manipulate to cleanse hair and scalp. |
| 02.05 | Rinse shampoo thoroughly from hair and scalp. |
| 02.06 | Select professional products, understand the importance of professional product recommendations and product use. |
| 02.07 | Apply treatment or conditioner according to manufacturer's directions. |

| | |
|-------|---|
| 02.08 | Perform scalp manipulation, if required. |
| 02.09 | Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared). |
| 03.0 | Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. – The student will be able to: |
| 03.01 | Prepare the client and determine needs and desires (consultation). |
| 03.02 | Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements). |
| 03.03 | Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends. |
| 03.04 | Edge and clean neckline with razor, clipper, or shears. |
| 03.05 | Check completed cut. |
| 03.06 | Sanitize cutting implements using universal sanitation procedures. |

Course Number: COS0151
Occupational Completion Point: A
Barber 2 – 333 Hours – SOC Code 39-5011

| | |
|-------|---|
| 04.0 | Identify and perform hair styles – the student will be able to: |
| 04.01 | Prepare client and determine needs and desired style (consultation). |
| 04.02 | Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves). |
| 04.03 | Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, and etc. |
| 04.04 | Comb out into desired style. |
| 04.05 | Utilize braiding technique. |
| 05.0 | Identify and perform mustache and beard design. – The student will be to: |
| 05.01 | Prepare the client. |
| 05.02 | Demonstrate suitable mustache and/or beard design and cutting based on facial structure. |
| 05.03 | Demonstrate trimming a mustache or trimming a beard. |
| 05.04 | Demonstrate the ability to use and explain professional beard products and sanitation procedures. |
| 06.0 | Demonstrate shaving the face. – The student will be able to: |

| | |
|-------|---|
| 06.01 | Prepare patron for shaving. |
| 06.02 | Perform the shaving of the patron's face. |
| 06.03 | Perform the final cleansing of face and neck. |

Course Number: COS0152
Occupational Completion Point: A
Barber 3 – 334 Hours – SOC Code 39-5011

| | |
|-------|---|
| 07.0 | Demonstrate appropriate understanding of basic science. – The student will be able to: |
| 07.01 | Identify health-related problems that may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials. |
| 07.02 | Understand molecular reactions of skin and hair as a result of physical and chemical changes. |
| 07.03 | Draw conclusions or make inferences from data. |
| 08.0 | Identify and perform facial treatments. – The student will be able to: |
| 08.01 | Prepare the patron. |
| 08.02 | Diagnose and identify skin condition. |
| 08.03 | Assemble supplies and equipment. |
| 08.04 | Cleanse face and neck. |
| 08.05 | Perform designated treatment (mechanical or manual). |
| 08.06 | Perform final cleansing of face and neck. |
| 09.0 | Demonstrate knowledge of professional development (employability skills). – The student will be able to: |
| 09.01 | Perform safety and health practices applicable to the practice of barbering. |
| 09.02 | Locate opportunities for employment through social media, job sites on the internet, and word of mouth. |
| 09.03 | Understand practical application of the license to the job market. |
| 09.04 | Demonstrate employment-seeking skills. |
| 09.05 | Demonstrate appropriate work behavior. |
| 09.06 | Understand and project a professional image. |

| | |
|-------|--|
| 09.07 | Work individually and cooperatively as a member of regular or culturally diverse team. |
| 09.08 | Utilize communication skills applicable to the industry. |
| 09.09 | Utilize math skills applicable to the industry. |
| 09.10 | Demonstrate how to adapt to change. |
| 09.11 | Demonstrate knowledge of the need to balance personal and professional life. |
| 09.12 | Demonstrate the ability to properly facilitate the use of business resources and energy in a practical manner. |
| 09.13 | Explain how technology has become a practical part of the barbering industry and demonstrate applications. |
| 10.0 | Demonstrate knowledge of Florida Law and State Board requirements. – The student will be able to: |
| 10.01 | Demonstrate working knowledge of Florida Law, Chapter 476. |
| 10.02 | Demonstrate universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome. |
| 10.03 | Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200. |
| 11.0 | Demonstrate an understanding of entrepreneurship. – The student will be able to: |
| 11.01 | Define entrepreneurship. |
| 11.02 | Describe the importance of entrepreneurship to the American economy. |
| 11.03 | Identify advantages and disadvantages of business ownership as related to the barbering industry. |
| 11.04 | Identify the necessary personal characteristics of a successful entrepreneur. |
| 11.05 | Identify the business skills needed to operate a small business efficiently and effectively. |

Course Number: COS0671
Occupational Completion Point: B
Barber 4 – 200 Hours – SOC Code 39-5011

| | |
|-------|--|
| 12.0 | Identify and prepare hair pieces, wigs, and hair attachments. – The student will be able to: |
| 12.01 | Determine and identify styles and colors of wigs and hairpieces. |
| 12.02 | Measure the head and fit wig or hairpiece. |
| 12.03 | Clean, shape, and style to client's features. |

| | |
|-------|---|
| 12.04 | Attach and blend hair pieces/extensions into desired style. |
| 13.0 | Identify and perform permanent wave/reconstruction curl/chemical relaxing. – The student will be able to: |
| 13.01 | Prepare client and determine needs and desired style (consultation). |
| 13.02 | Analyze hair, check scalp. |
| 13.03 | Select appropriate solution strength according to hair texture, desired results. |
| 13.04 | Perform shampoo and shaping as required. |
| 13.05 | Apply protective cream or lotion. |
| 13.06 | Apply rearranger or straightener as required for desired results following curl or chemical relaxer. |
| 13.07 | Strand test for straightness if performing reconstruction curl or chemical relaxer. |
| 13.08 | Rinse or shampoo according to manufacturer's directions. |
| 13.09 | Select rods and wrap hair, if required, according to manufacturer's directions. |
| 13.10 | Apply processing solution and process, take test curls. |
| 13.11 | Rinse, blot, shampoo and/or neutralize. |
| 13.12 | Remove rods, condition and style, record results. |
| 13.13 | Apply leave-on treatment, if required. Record results. |
| 14.0 | Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. – The student will be able to: |
| 14.01 | Perform patch test (pre-disposition), if required. |
| 14.02 | Prepare client, determine needs and desires (consultation). |
| 14.03 | Analyze scalp and hair. |
| 14.04 | Select and assemble appropriate solutions according to hair texture and desired results. |
| 14.05 | Section hair, if required. |
| 14.06 | Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions. |
| 14.07 | Perform strand tests. |

14.08 Identify and perform specialty-coloring techniques.

14.09 Shampoo before or after applying color according to manufacturer's directions. Record results.

14.10 Understand molecular reactions as a result of physical and chemical changes.

14.11 Draw conclusions or make inferences from data.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

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

THIS IS A DRAFT FRAMEWORK UNTIL APPROVED BY THE FLORIDA STATE BOARD OF EDUCATION

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | I120403 |
| CIP Number | 0612040202 |
| Grade Level | 30, 31 |
| Standard Length | 900 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5011 Barbers |
| Basic Skills Level | Mathematics: 9 Language: 9 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.

The purpose of this program is to prepare students for employment as barbers (SOC 39-5011). Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

DRAFT

Program Structure

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

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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|--------------|-----------------------|-----------|----------|
| A | COS0160 | Barber 1A | BARBERING 7 G | 320 hours | 39-5011 |
| | COS0161 | Barber 2A | | 150 hours | |
| | COS0162 | Barber 3A | | 300 hours | |
| | COS0163 | Barber 4A | | 130 hours | |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Barbers' Board

Please refer to 61G3-16.001 F.A.C. for educational and training requirements.

61G3-16.001

| | |
|--|-----------|
| 1. Florida Laws and Rules | 225 Hours |
| 2. Safety, Sanitation, and Sterilization | 270 Hours |
| 3. Hair Structure and Chemistry | 90 Hours |
| 4. Hair Cutting a. Taper Cuts I. Freehand II. Shear over comb III. Clipper over comb b. Style Cuts (to include blow drying) | 135 Hours |
| 5. Shampooing | 45 Hours |
| 6. Chemical Services to include permanent waving, color and bleaching, and hair relaxing and curling | 90 Hours |
| 7. Shaving, Beard and Mustache Trimming | 45 Hours |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

Florida Department of Education
Student Performance Standards

Program Title: Barbering
Career Certificate Program Number: I120403

Course Number: COS0160
Occupational Completion Point: A
Barber 1A – 320 Hours – SOC Code 39-5011

| | |
|-------|---|
| 01.0 | Demonstrate safe, sanitary and efficient work practices. – The student will be able to: |
| 01.01 | Observe and apply sanitation and shop safety rules and practices in all skill procedures. |
| 01.02 | Set up and operate equipment and utilize materials. |
| 01.03 | Analyze and recognize hair, skin and scalp conditions. |
| 01.04 | Analyze hair, skin and scalp products using pH scale. |
| 01.05 | Identify the histology of skin and hair. |
| 01.06 | Exhibit professional occupational skills. |
| 02.0 | Identify and perform shampoo/hair conditioners and scalp treatment. – The student will be able to: |
| 02.01 | Prepare the client for service. |
| 02.02 | Analyze and recognize hair and scalp condition. |
| 02.03 | Apply shampoo and manipulate to cleanse hair and scalp, then rinse. |
| 02.04 | Select professional products, understand the importance of professional product recommendations and product use. |
| 02.05 | Apply treatment or conditioner according to manufacturer's directions. |
| 02.06 | Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared). |
| 03.0 | Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. – The student will be able to: |
| 03.01 | Prepare the client and determine needs and desires (consultation). |
| 03.02 | Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements). |
| 03.03 | Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends. |

03.04 Edge and clean neckline with razor, clipper, or shears.

03.05 Check completed cut.

03.06 Sanitize cutting implements using universal sanitation procedures.

Course Number: COS0161
Occupational Completion Point: A
Barber 2A – 150 Hours – SOC Code 39-5011

04.0 Identify and perform hair styles – the student will be able to:

04.01 Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves).

04.02 Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, and etc.

05.0 Identify and perform mustache and beard design. – The student will be to:

05.01 Demonstrate suitable mustache and/or beard design and cutting based on facial structure.

06.0 Demonstrate shaving the face. – The student will be able to:

06.01 Perform the shaving of the patron's face.

06.02 Perform the final cleansing of face and neck.

Course Number: COS0162
Occupational Completion Point: A
Barber 3A – 300 Hours – SOC Code 39-5011

07.0 Demonstrate appropriate understanding of basic science. – The student will be able to:

07.01 Identify health-related problems that may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials.

07.02 Understand molecular reactions of skin and hair as a result of physical and chemical changes.

08.0 Identify and perform facial treatments. – The student will be able to:

08.01 Cleanse face and neck, perform designated treatment, and final cleansing of face and neck.

09.0 Demonstrate knowledge of professional development (employability skills). – The student will be able to:

09.01 Locate opportunities for employment through social media, job sites on the internet, and word of mouth.

| | |
|-------|--|
| 09.02 | Understand practical application of the license to the job market. |
| 09.03 | Work individually and cooperatively as a member of regular or culturally diverse team. |
| 09.04 | Utilize math skills applicable to the industry. |
| 10.0 | Demonstrate knowledge of Florida Law and State Board requirements. – The student will be able to: |
| 10.01 | Demonstrate working knowledge of Florida Law, Chapter 476. |
| 10.02 | Demonstrate universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome. |
| 10.03 | Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200. |
| 11.0 | Demonstrate an understanding of entrepreneurship. – The student will be able to: |
| 11.01 | Describe the importance of entrepreneurship to the American economy. |
| 11.02 | Identify advantages and disadvantages of business ownership as relates efficiently and effectively to the barbering industry. |

Course Number: COS0163
Occupational Completion Point: A
Barber 4A – 130 Hours – SOC Code 39-5011

| | |
|-------|--|
| 12.0 | Identify and prepare hair pieces, wigs, and hair attachments. – The student will be able to: |
| 12.01 | Determine and identify styles and colors of wigs and hairpieces. |
| 12.02 | Measure the head and fit wig or hairpiece. |
| 12.03 | Clean, shape, style and attach hair pieces/extensions into desired style according to client's features. |
| 13.0 | Identify and perform permanent wave/reconstruction curl/chemical relaxing. – The student will be able to: |
| 13.01 | Prepare client and determine needs and desired style (consultation). |
| 13.02 | Analyze hair and scalp to select appropriate solution strength according to hair texture, desired results. |
| 13.03 | Apply protective cream or lotion prior to rearranger or straightener as required for desired results following curl or chemical relaxer. |
| 13.04 | Strand test for straightness if performing reconstruction curl or chemical relaxer. |
| 13.05 | Rinse or shampoo according to manufacturer's directions. |

| | |
|-------|---|
| 13.06 | Select rods and wrap hair, if required, according to manufacturer's directions. |
| 13.07 | Apply processing solution and process, take test curls, rinse, blot, shampoo and/or neutralize. |
| 13.08 | Remove rods, condition and style, apply leave-on treatment, if required. Record results. |
| 14.0 | Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. – The student will be able to: |
| 14.01 | Perform patch test (pre-disposition), perform consultation, analyze hair and scalp. |
| 14.02 | Select and assemble appropriate solutions according to hair texture and desired results. |
| 14.03 | Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions. |
| 14.04 | Identify and perform specialty-coloring techniques. |
| 14.05 | Perform strand test. Shampoo before or after applying color according to manufacturer's directions. Record results. |
| 14.06 | Understand molecular reactions as a result of physical and chemical changes. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

DRAFT

Florida Department of Education
Curriculum Framework

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

This program has been daggered for deletion due to legislative changes to reduce the training hours. Effective January 01, 2021 enrollment is no longer allowed and enrollment will no longer be reportable as of December 31, 2020. Beginning January 01, 2021 all NEW students must be enrolled in the new 180-hour training program I120415/CIP 0612041005.

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | I120414 |
| CIP Number | 0612041004 |
| Grade Level | 240 hours |
| Standard Length | 30, 31 |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5092 Manicurists and Pedicurists |
| Basic Skills Level | 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.

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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

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.

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.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|-----------------------------|---------------------------------|-----------|----------|
| A | CSP0015 | Manicurists and Pedicurists | NAIL TEC 7 G COSMETOL @7 7 G | 240 hours | 39-5092 |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

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.

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.

61G5-22.016 Minimum Curriculum for Nail Specialty Training.

| Topic | Hours |
|--|--------------|
| Florida Cosmetology laws and rules | 5 |
| HIV/AIDS | 4 |
| Sanitation | 4 |
| Ethics | 2 |
| Nail Theory, Practice, and Related Subjects including nail disorders and disease | 85 |

| Type of Service | Number of Services | Hours Required |
|---------------------------|---------------------------|-----------------------|
| Manicures | 20 | 20 |
| Pedicures | 10 | 10 |
| Tips and Overlay | 15 | 37.5 |
| Sculpting Using A Form | 15 | 37.5 |
| Nail Wraps and/or Mending | 10 | 15 |
| Nail Fill-Ins | 10 | 10 |
| Artificial Nail Removal | 5 | 5 |
| Polishing and Nail Art | 10 | 5 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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.

**Florida Department of Education
Student Performance Standards**

**Program Title: Nails Specialty
Career Certificate Program Number: I120414**

**Course Number: CSP0015
Occupational Completion Point: A
Manicurists and Pedicurists – 240 Hours – SOC Code 39-5092**

| | |
|-------|---|
| 01.0 | Identify career opportunities. – The student will be able to: |
| 01.01 | Identify career opportunities in the nail care industry. |
| 02.0 | Demonstrate the importance of health, safety, environmental management systems, and regulatory compliance. – The students will be able to: |
| 02.01 | Describe personal and jobsite standards that maintain a safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices. – The student will be able to: |
| 03.01 | Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and salon. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved hospital level) in appropriate proportions according to manufacturer's instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C. |
| 03.04 | Demonstrate cultural awareness of hygiene and socialized differences by using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 03.06 | Demonstrate and communicate to the client the proper care of hair, skin and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills. – The students will be able to: |
| 04.01 | Locate, comprehend and evaluate key elements of oral and written information. |
| 04.02 | Draft, revise, and edit written documents using correct grammar, punctuation, and vocabulary. |
| 04.03 | Present information formally and informally for specific purposes and audiences. |

| | |
|-------|--|
| 05.0 | Demonstrate mathematics knowledge and skills. – The students will be able to: |
| 05.01 | Identify math skills as it applies to grooming and salon services. |
| 05.02 | Demonstrate knowledge of arithmetic operations. |
| 05.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| 05.04 | Construct charts/tables/graphs using functions and data. |
| 06.0 | Demonstrate science knowledge and skills. – The students will be able to: |
| 06.01 | Discuss the role of creativity in constructing scientific questions, methods, and explanations. |
| 06.02 | Identify science as it applies to disinfection and infection control. |
| 06.03 | Identify chemistry as it applies to products used in the salon. |
| 06.04 | Identify science as it applies to anatomy and physiology. |
| 06.05 | Identify science as it applies to electricity and light therapy to perform appropriate treatment. |
| 07.0 | Explain the importance of employability skill and entrepreneurship skills. – The students will be able to: |
| 07.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 07.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 07.03 | Examine licensing, registration, and industry credentialing requirements per Chapter 61G5-29, F.A.C. |
| 07.04 | Maintain a career portfolio to document knowledge, skills, and experience. |
| 07.05 | Evaluate and compare employment opportunities that match career goals. |
| 07.06 | Identify and exhibit traits for retaining employment. |
| 07.07 | Identify opportunities and research requirements for career advancement. |
| 07.08 | Research the benefits of ongoing professional development. |
| 07.09 | Examine and describe entrepreneurship opportunities as a career planning option. |
| 07.10 | Project a professional image. |
| 07.11 | Utilize communication skills applicable to the industry. |
| 07.12 | Balance personal and professional life. |

| | |
|-------|--|
| 07.13 | Use and conserve resources and energy. |
| 07.14 | Define entrepreneurship-management skills. |
| 07.15 | Describe the importance of entrepreneurship to the American economy. |
| 07.16 | List the advantages and disadvantages of business ownership. |
| 07.17 | Identify the risks involved in ownership of a business. |
| 07.18 | Identify the necessary personal characteristics of a successful entrepreneur. |
| 07.19 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 08.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to: |
| 08.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| 08.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 08.03 | Conduct and participate in meetings to accomplish work tasks. |
| 08.04 | Employ mentoring skills to inspire and teach others. |
| 08.05 | Apply teamwork procedures and social skills in following rules of professional ethics. |
| 09.0 | Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to: |
| 09.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| 09.02 | Describe the effect of money management on personal and career goals. |
| 09.03 | Develop a personal budget and financial goals. |
| 09.04 | Complete financial instruments for making deposits and withdrawals. |
| 09.05 | Maintain financial records. |
| 09.06 | Read and reconcile financial statements. |
| 09.07 | Research, compare and contrast investment opportunities. |
| 10.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |
| 10.01 | Demonstrate working knowledge of Board of Cosmetology Florida Statutes, Chapter 477. |
| 10.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |

| | |
|-------|---|
| 10.03 | Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442. |
| 10.04 | Evaluate and justify decisions based on ethical reasoning. |
| 10.05 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 10.06 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 10.07 | Interpret and explain written organizational policies and procedures. |
| 11.0 | Describe the roles within teams, departments, organizational systems, and the larger environment. – The students will be able to: |
| 11.01 | Describe the nature and types of business organizations. |
| 11.02 | Explain the effect of key organizational systems on performance and quality. |
| 11.03 | List and describe quality control systems and/or practices common to the workplace. |
| 11.04 | Explain the impact of the global economy on business organizations. |
| 12.0 | Use information technology tools. – The students will be able to: |
| 12.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 12.02 | Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing. |
| 12.03 | Demonstrate collaborative/groupware applications to facilitate group work. |
| 13.0 | Solve problems using critical thinking skills, creativity, and innovation. – The students will be able to: |
| 13.01 | Demonstrate critical thinking skills independently and in teams to solve problems and make decisions. |
| 13.02 | Demonstrate critical thinking and interpersonal skills to resolve conflicts. |
| 13.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 13.04 | Conduct technical research to gather information necessary for decision-making. |
| 14.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to: |
| 14.01 | Select and demonstrate appropriate concepts and strategies to enhance oral and written communication. |
| 14.02 | Locate, organize and reference written information from various sources. |
| 14.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| 14.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |

| | |
|-------|---|
| 14.05 | Apply active listening skills to obtain and clarify information. |
| 14.06 | Develop and interpret tables and charts to support written and oral communications. |
| 14.07 | Exhibit public relations skills that aid in achieving customer satisfaction. |
| 15.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to: |
| 15.01 | Clean and maintain implements by using appropriately mixed chemicals (EPA approved hospital level) and following the procedures for disinfection of tools per Chapter 61G5-20.002, F.A.C. Assemble, set up, and operate equipment according to manufacturer's instructions. |
| 15.02 | Demonstrating knowledge of chemical products and ability to follow the manufacturer's directions, correctly remove the nail polish from the natural nail. |
| 15.03 | Demonstrating knowledge of anatomy and safety procedures, correctly clean under the free edge of the natural nail. |
| 15.04 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| 15.05 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| 15.06 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| 15.07 | Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G). |
| 15.08 | Demonstrate knowledge of anatomy of the skin and nails, and chemistry of products by performing the proper massage techniques to the hands and feet. |
| 15.09 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| 15.10 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| 15.11 | Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures. |
| 15.12 | Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail. |
| 15.13 | Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail. |
| 15.14 | Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface. |
| 15.15 | Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

SkillsUSA 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 N/A, Language N/A, and Reading N/A. 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

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

THIS IS A DRAFT FRAMEWORK UNTIL APPROVED BY THE FLORIDA STATE BOARD OF EDUCATION.

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | 1120415 |
| CIP Number | 0612041005 |
| Grade Level | 30, 31 |
| Standard Length | 180 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5092 Manicurists and Pedicurists |
| Basic Skills Level | 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.

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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 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.

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.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|----------------------------------|---------------------------------|-----------|----------|
| A | CSP0016 | Manicure and Pedicure Specialist | NAIL TEC 7 G COSMETOL @7 7 G | 180 hours | 39-5092 |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Please refer to 61G5-22.016 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of hours of services students must complete within the program.

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.

61G5-22.016 Minimum Curriculum for Nail Specialty Training.

| Topic | Hours |
|---|--------------|
| (a) Florida Cosmetology laws and rules | 4 |
| (b) Sanitation | 8 |
| (c) Ethics | 2 |
| (d) Nail theory, practice, and related subjects including disorders and disease | 76 |

| Type of Service | Hours Required |
|-------------------------------|-----------------------|
| (a) Manicures | 15 |
| (b) Pedicures | 10 |
| (c) Tips and Overlay | 15 |
| (d) Sculpting Using A Form | 10 |
| (e) Nail Wraps and/or Mending | 10 |
| (f) Nail Fill-Ins | 10 |
| (g) Artificial Nail Removal | 5 |
| (h) Polishing and Nail Art | 10 |
| (i) Gel Nails | 5 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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 science knowledge and skills.
- 05.0 Explain the importance of employability skill and entrepreneurship skills.
- 06.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 07.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Use information technology tools.
- 10.0 Solve problems using critical thinking skills, creativity and innovation.
- 11.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 12.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

**Florida Department of Education
Student Performance Standards**

Program Title: Nails Specialty
Career Certificate Program Number: I120415

Course Number: CSP0016
Occupational Completion Point: A
Manicure and Pedicure Specialist – 180 Hours – SOC Code 39-5092

01.0 Identify career opportunities. – The student will be able to:

01.01 Identify career opportunities in the nail care industry.

02.0 Demonstrate the importance of health, safety, environmental management systems, and regulatory compliance. – The students will be able to:

02.01 Describe personal and jobsite standards that maintain a safe and healthy work environment.

02.02 Explain emergency procedures to follow in response to workplace accidents.

02.03 Create a disaster and/or emergency response plan.

03.0 Employ safe, sanitary and efficient work practices. – The student will be able to:

03.01 Using standard precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and salon.

03.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved hospital level) in appropriate proportions according to manufacturer's instructions.

03.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C.

03.04 Demonstrate cultural awareness of hygiene and socialized differences by using active listening skills.

03.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin and nails. Demonstrate and communicate to the client the proper care of skin, and nails through cleanliness, nutrition, and healthful living.

03.06 Demonstrate and communicate to the client the proper care of skin and nails through cleanliness, nutrition, and healthful living.

04.0 Demonstrate science knowledge and skills. – The students will be able to:

04.01 Understand and identify chemistry as it applies to products used in the salon.

04.02 Understand and identify science as it applies to electricity and light therapy to perform appropriate treatment.

| | |
|-------|---|
| 05.0 | Explain the importance of employability skill and entrepreneurship skills. – The students will be able to: |
| 05.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 05.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 05.03 | Identify and exhibit traits for retaining employment. |
| 05.04 | Research the benefits of ongoing professional development. |
| 05.05 | List the advantages and disadvantages of business ownership. |
| 06.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to: |
| 06.01 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 06.02 | Employ mentoring skills to inspire and teach others. |
| 06.03 | Apply teamwork procedures and social skills in following rules of professional ethics. |
| 07.0 | Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to: |
| 07.01 | Develop a personal budget and/or financial goals. |
| 07.02 | Maintain financial records. |
| 07.03 | Research, compare and contrast investment opportunities. |
| 08.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |
| 08.01 | Demonstrate working knowledge of Board of Cosmetology Florida Statues, Chapter 477. |
| 08.02 | Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442. |
| 08.03 | Evaluate and justify decisions based on ethical reasoning. |
| 08.04 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 08.05 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 08.06 | Interpret and explain written organizational policies and procedures. |
| 09.0 | Use information technology tools. – The students will be able to: |
| 09.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 09.02 | Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing. |

| | |
|-------|---|
| 10.0 | Solve problems using critical thinking skills, creativity, and innovation. – The students will be able to: |
| 10.01 | Demonstrate critical thinking skills independently and in teams to solve problems and make decisions. |
| 10.02 | Demonstrate critical thinking and interpersonal skills to resolve conflicts. |
| 10.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 10.04 | Conduct technical research to gather information necessary for decision-making. |
| 11.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to: |
| 11.01 | Design, develop, and deliver formal and informal presentations, by possibly using appropriate media to engage and inform diverse audiences. |
| 11.02 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| 11.03 | Apply active listening skills to obtain and clarify information. |
| 12.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to: |
| 12.01 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| 12.02 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| 12.03 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| 12.04 | Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G). |
| 12.05 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| 12.06 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| 12.07 | Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures. |
| 12.08 | Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail. |
| 12.09 | Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail. |

12.10 Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface.

12.11 Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

Career and Technical Student Organization (CTSO)

SkillsUSA 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 N/A, Language N/A, and Reading N/A. 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

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

This program has been daggered for deletion due to legislative changes to reduce the training hours. Effective January 01, 2021 enrollment is no longer allowed and enrollment will no longer be reportable as of December 31, 2020. Beginning January 01, 2021 all NEW students must be enrolled in the new 220-hour training program I120425/CIP # 0612040806.

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | I120424 |
| CIP Number | 0612040805 |
| Grade Level | 30, 31 |
| Standard Length | 260 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |
| Basic Skills Level | 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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

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

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.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|-------------------------------|-----------------------------------|-----------|----------|
| A | CSP0265 | Facials/Skin Care Specialists | FACIAL TEC 7 G COSMETOL @7 7 G | 260 hours | 39-5094 |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

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.

61G5-22.017 Minimum Curriculum for Facial Specialty Training.

| Topic | Hours |
|--|-------|
| Florida Laws and Rules | 5 |
| HIV and AIDS | 4 |
| Sanitation | 10 |
| Ethics | 2 |
| Basics of Electricity | 8 |
| Facial Techniques and Contraindications | 66 |
| Product Chemistry | 8 |
| Hair Removal | 2.5 |
| Makeup | 2 |
| Skin Theory, Disease and Disorders of the Skin | 85 |

| Type of Service | Number of Services | Hours Required |
|--|--------------------|----------------|
| Facials, manual and mechanical, including masks, packs, or treatments which must be performed on a variety of skin types, including normal, oily, dry, combination, problem, and mature. | 40 | 40 |
| Set up, use, and maintenance of electrical devices. | 5 | 1.25 |
| Hair removal, including tweezing, waxing, threading, and sugaring. | 20 | 5 |
| Makeup applications for both daytime and nighttime looks. | 10 | 5 |
| Lash and brow tinting. | 10 | 5 |
| Eyelash application, including strip lashes, individual lashes, and semi-permanent lashes. | 10 | 10 |
| Manual extractions | 5 | 1.25 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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.

Florida Department of Education
Student Performance Standards

Program Title: **Facials Specialty**
Career Certificate Program Number: **I120424**

| | |
|---|---|
| Course Number: CSP0265 | |
| Occupational Completion Point: A | |
| Facials/Skin Care Specialists – 260 Hours – SOC Code 39-5094 | |
| 01.0 | Identify career opportunities. – The student will be able to: |
| 01.01 | Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The students will be able to: |
| 02.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices. – The student will be able to: |
| 03.01 | Using universal precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer’s instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C. |
| 03.04 | Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate language arts knowledge and skills. – The students will be able to:: |
| 04.01 | Locate, comprehend and evaluate key elements of oral and written information. |
| 04.02 | Draft, revise, and edit written documents using correct grammar, punctuation and vocabulary. |
| 04.03 | Present information formally and informally for specific purposes and audiences. |
| 05.0 | Demonstrate mathematics knowledge and skills. – The students will be able to: |

| | |
|-------|---|
| 05.01 | Identify math skills as it applies to grooming and salon services. |
| 05.02 | Demonstrate knowledge of arithmetic operations. |
| 05.03 | Analyze and apply data and measurements to solve problems and interpret documents. |
| 05.04 | Construct charts/tables/graphs using functions and data. |
| 06.0 | Demonstrate science knowledge and skills. – The students will be able to: |
| 06.01 | Discuss the role of creativity in constructing scientific questions, methods, and explanations. |
| 06.02 | Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings. |
| 06.03 | Identify science as it applies to decontamination and infection control. |
| 06.04 | Identify chemistry as it applies to products used in the salon. |
| 06.05 | Identify science as it applies to anatomy and physiology. |
| 06.06 | Identify science as it applies to electricity and light therapy to perform appropriate treatment. |
| 07.0 | Explain the importance of employability skill and entrepreneurship skills. – The students will be able to: |
| 07.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 07.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 07.03 | Examine licensing, certification, and industry credentialing requirements. |
| 07.04 | Maintain a career portfolio to document knowledge, skills, and experience. |
| 07.05 | Evaluate and compare employment opportunities that match career goals. |
| 07.06 | Identify and exhibit traits for retaining employment. |
| 07.07 | Identify opportunities and research requirements for career advancement. |
| 07.08 | Research the benefits of ongoing professional development. |
| 07.09 | Examine and describe entrepreneurship opportunities as a career planning option. |
| 07.10 | Project a professional image. |
| 07.11 | Work individually and cooperatively as a member of a homogenous or culturally diverse team. |

| | |
|-------|--|
| 07.12 | Utilize communication skills applicable to the industry. |
| 07.13 | Balance personal and professional life. |
| 07.14 | Use and conserve resources and energy. |
| 07.15 | Define entrepreneurship-management skills. |
| 07.16 | Describe the importance of entrepreneurship to the American economy. |
| 07.17 | List the advantages and disadvantages of business ownership. |
| 07.18 | Identify the risks involved in ownership of a business. |
| 07.19 | Identify the necessary personal characteristics of a successful entrepreneur. |
| 07.20 | Identify the business skills needed to operate a small business efficiently and effectively. |
| 08.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to: |
| 08.01 | Employ leadership skills to accomplish organizational goals and objectives. |
| 08.02 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 08.03 | Conduct and participate in meetings to accomplish work tasks. |
| 08.04 | Employ mentoring skills to inspire and teach others. |
| 09.0 | Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to: |
| 09.01 | Identify and describe the services and legal responsibilities of financial institutions. |
| 09.02 | Describe the effect of money management on personal and career goals. |
| 09.03 | Develop a personal budget and financial goals. |
| 09.04 | Complete financial instruments for making deposits and withdrawals. |
| 09.05 | Maintain financial records. |
| 09.06 | Read and reconcile financial statements. |
| 09.07 | Research, compare and contrast investment opportunities. |
| 10.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |

| | |
|-------|---|
| 10.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| 10.02 | Demonstrate an understanding of the modes of transmission infection control, clinical management and prevention of HIV and AIDS. |
| 10.03 | Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442. |
| 10.04 | Evaluate and justify decisions based on ethical reasoning. |
| 10.05 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 10.06 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 10.07 | Interpret and explain written organizational policies and procedures. |
| 11.0 | Describe the roles within teams, work units, departments, organizations, inter-organizational systems, and the larger environment. – The students will be able to: |
| 11.01 | Describe the nature and types of business organizations. |
| 11.02 | Explain the effect of key organizational systems on performance and quality. |
| 11.03 | List and describe quality control systems and/or practices common to the workplace. |
| 11.04 | Explain the impact of the global economy on business organizations. |
| 12.0 | Use information technology tools. – The students will be able to: |
| 12.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 12.02 | Employ technological tools to expedite workflow including word processing, databases, reports, spreadsheets, multimedia presentations, electronic calendar, contacts, email, and internet applications. |
| 12.03 | Employ computer operations applications to access, create, manage, integrate, and store information. |
| 12.04 | Employ collaborative/groupware applications to facilitate group work. |
| 13.0 | Solve problems using critical thinking skills, creativity and innovation. – The students will be able to: |
| 13.01 | Employ critical thinking skills independently and in teams to solve problems and make decisions. |
| 13.02 | Employ critical thinking and interpersonal skills to resolve conflicts. |
| 13.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 13.04 | Conduct technical research to gather information necessary for decision-making. |
| 14.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to: |

| | |
|-------|--|
| 14.01 | Select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. |
| 14.02 | Locate, organize and reference written information from various sources. |
| 14.03 | Design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. |
| 14.04 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| 14.05 | Apply active listening skills to obtain and clarify information. |
| 14.06 | Develop and interpret tables and charts to support written and oral communications. |
| 14.07 | Exhibit public relations skills that aid in achieving customer satisfaction. |
| 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 skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to: |
| 15.01 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| 15.02 | Demonstrate knowledge of action and reaction of chemical products used for the cleansing of the face and neck. |
| 15.03 | Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| 15.04 | Demonstrate ability and knowledge to properly do a cleansing of the face and neck using product knowledge of reactions to chemicals on the different textures of skin. |
| 15.05 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur. |
| 15.06 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| 15.07 | Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. |
| 15.08 | Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. |
| 15.09 | Choose the proper supplies, products, and equipment based on skin analysis and client consultation. |
| 15.10 | Assemble supplies and equipment. |
| 15.11 | Perform a color analysis and facial balance. |
| 15.12 | Apply basic and/or corrective make-up. |
| 15.13 | Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and |

appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application.

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. 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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

**Florida Department of Education
Curriculum Framework**

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

THIS IS A DRAFT FRAMEWORK UNTIL APPROVED BY THE FLORIDA STATE BOARD OF EDUCATION

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | I120425 |
| CIP Number | 0612040806 |
| Grade Level | 30, 31 |
| Standard Length | 220 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |
| Basic Skills Level | 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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

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

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.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|--------------------|-----------------------------------|-----------|----------|
| A | CSP0266 | Facials Specialist | FACIAL TEC 7 G COSMETOL @7 7 G | 220 hours | 39-5094 |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Please refer to 61G5-22.017 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of hours of services a student must complete within the program.

61G5-22.017 Minimum Curriculum for Facial Specialty Training.

| Topic | Hours |
|--|--------------|
| Florida Laws and Rules | 4 |
| Sanitation | 10 |
| Ethics | 2 |
| Basics of Electricity | 2 |
| Facial Techniques and Contraindications | 50 |
| Product Chemistry | 8 |
| Hair Removal | 5 |
| Makeup | 1 |
| Skin Theory, Disease and Disorders of the Skin | 67 |

| Type of Service | Hours Required |
|--|-----------------------|
| Facials, manual and mechanical, including masks, packs, or treatments which must be performed on a variety of skin types, including normal, oily, dry, combination, problem, and mature. | 30 |
| Set up, use, and maintenance of electrical devices. | 1 |
| Hair removal, including tweezing, waxing, threading, and sugaring. | 10 |
| Makeup applications for both daytime and nighttime looks. | 10 |
| Lash and brow tinting. | 2 |
| Eyelash application, individual lashes, and semi-permanent lashes. | 12 |
| Manual extractions | 6 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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 science knowledge and skills.
- 05.0 Explain the importance of employability skill and entrepreneurship skills.
- 06.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 07.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Use information technology tools.
- 10.0 Solve problems using critical thinking skills, creativity and innovation.
- 11.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 12.0 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.

Florida Department of Education
Student Performance Standards

Program Title: Facials Specialty
Career Certificate Program Number: I120425

| | |
|---|---|
| Course Number: CSP0266 | |
| Occupational Completion Point: A | |
| Facials Specialists – 220 Hours – SOC Code 39-5094 | |
| 01.0 | Identify career opportunities. – The student will be able to: |
| 01.01 | Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The students will be able to: |
| 02.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Demonstrate awareness and practice the institutions disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices. – The student will be able to: |
| 03.01 | Using standard precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer’s instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C. |
| 03.04 | Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of scalp and skin. |
| 03.06 | Demonstrate and communicate to the client the proper care of scalp and skin through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate science knowledge and skills. – The students will be able to: |
| 04.01 | Understand and identify chemistry as it applies to products used in the salon. |
| 04.02 | Understand and identify science as it applies to anatomy and physiology. |
| 04.03 | Understand and identify science as it applies to electricity and light therapy to perform appropriate treatment. |

| | |
|-------|---|
| 05.0 | Explain the importance of employability skill and entrepreneurship skills. – The students will be able to: |
| 05.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 05.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 05.03 | Identify and exhibit traits for retaining employment. |
| 05.04 | Research the benefits of ongoing professional development. |
| 05.05 | List the advantages and disadvantages of business ownership. |
| 06.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to: |
| 06.01 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 06.02 | Employ mentoring skills to inspire and teach others. |
| 06.03 | Apply teamwork procedures and social skills in following rules of professional ethics. |
| 07.0 | Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to: |
| 07.01 | Develop a personal budget and/or financial goals. |
| 07.02 | Maintain financial records. |
| 07.03 | Research, compare and contrast investment opportunities. |
| 08.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |
| 08.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| 08.02 | Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442. |
| 08.03 | Evaluate and justify decisions based on ethical reasoning. |
| 08.04 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 08.05 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 08.06 | Interpret and explain written organizational policies and procedures. |
| 09.0 | Use information technology tools. – The students will be able to: |
| 09.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 09.02 | Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing. |

| | |
|-------|--|
| 10.0 | Solve problems using critical thinking skills, creativity and innovation. – The students will be able to: |
| 10.01 | Demonstrate critical thinking skills independently and in teams to solve problems and make decisions. |
| 10.02 | Demonstrate critical thinking and interpersonal skills to resolve conflicts. |
| 10.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 10.04 | Conduct technical research to gather information necessary for decision-making. |
| 11.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to: |
| 11.01 | Design, develop and deliver formal and informal presentations by possibly using appropriate media to engage and inform diverse audiences. |
| 11.02 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| 11.03 | Apply active listening skills to obtain and clarify information. |
| 12.0 | 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 skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to: |
| 12.01 | Choose and assemble the appropriate supplies, products, and equipment based on skin analysis and client consultation. |
| 12.02 | Demonstrate knowledge of action and reaction of chemical products used for the facial treatment. |
| 12.03 | Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| 12.04 | Demonstrate ability and knowledge to correctly treat the face, neck and décolleté using product knowledge of reactions to chemicals on the different skin types and conditions. |
| 12.05 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur, as per manufactures directions. |
| 12.06 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| 12.07 | Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. |
| 12.08 | Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. |
| 12.09 | Perform a color analysis and determine ideal facial shape. |
| 12.10 | Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students

Special Notes

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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Florida Department of Education
Curriculum Framework

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

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | I120415 |
| CIP Number | 0612041005 |
| Grade Level | 30, 31 |
| Standard Length | 180 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5092 Manicurists and Pedicurists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | 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.

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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of 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.

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.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|----------------------------------|---------------------------------|-----------|----------|
| A | CSP0016 | Manicure and Pedicure Specialist | NAIL TEC 7 G COSMETOL @7 7 G | 180 hours | 39-5092 |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Board of Cosmetology.

Please refer to 61G5-22.016 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of hours of services students must complete within the program.

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.

61G5-22.016 Minimum Curriculum for Nail Specialty Training.

| Topic | Hours |
|---|--------------|
| (a) Florida Cosmetology laws and rules | 4 |
| (b) Sanitation | 8 |
| (c) Ethics | 2 |
| (d) Nail theory, practice, and related subjects including disorders and disease | 76 |

| Type of Service | Hours Required |
|-------------------------------|-----------------------|
| (a) Manicures | 15 |
| (b) Pedicures | 10 |
| (c) Tips and Overlay | 15 |
| (d) Sculpting Using A Form | 10 |
| (e) Nail Wraps and/or Mending | 10 |
| (f) Nail Fill-Ins | 10 |
| (g) Artificial Nail Removal | 5 |
| (h) Polishing and Nail Art | 10 |
| (i) Gel Nails | 5 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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 science knowledge and skills.
- 05.0 Explain the importance of employability skill and entrepreneurship skills.
- 06.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 07.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Use information technology tools.
- 10.0 Solve problems using critical thinking skills, creativity and innovation.
- 11.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 12.0 Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals.

Florida Department of Education
Student Performance Standards

Program Title: Nails Specialty
Career Certificate Program Number: I120415

| | |
|--|---|
| Course Number: CSP0016 | |
| Occupational Completion Point: A | |
| Manicure and Pedicure Specialist – 180 Hours – SOC Code 39-5092 | |
| 01.0 | Identify career opportunities. – The student will be able to: |
| | 01.01 Identify career opportunities in the nail care industry. |
| 02.0 | Demonstrate the importance of health, safety, environmental management systems, and regulatory compliance. – The students will be able to: |
| | 02.01 Describe personal and jobsite standards that maintain a safe and healthy work environment. |
| | 02.02 Explain emergency procedures to follow in response to workplace accidents. |
| | 02.03 Create a disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices. – The student will be able to: |
| | 03.01 Using standard precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and salon. |
| | 03.02 Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved hospital level) in appropriate proportions according to manufacturer’s instructions. |
| | 03.03 Clean and maintain implements by using appropriately mixed chemicals and following the procedures for disinfection of tools per Chapter 61G-20.002, F.A.C. |
| | 03.04 Demonstrate cultural awareness of hygiene and socialized differences by using active listening skills. |
| | 03.05 Describe, observe, identify and analyze the functions, structures, and diseases and disorders of skin and nails. Demonstrate and communicate to the client the proper care of skin, and nails through cleanliness, nutrition, and healthful living. |
| | 03.06 Demonstrate and communicate to the client the proper care of skin and nails through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate science knowledge and skills. – The students will be able to: |
| | 04.01 Understand and identify chemistry as it applies to products used in the salon. |
| | 04.02 Understand and identify science as it applies to electricity and light therapy to perform appropriate treatment. |

| | |
|-------|---|
| 05.0 | Explain the importance of employability skill and entrepreneurship skills. – The students will be able to: |
| 05.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 05.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 05.03 | Identify and exhibit traits for retaining employment. |
| 05.04 | Research the benefits of ongoing professional development. |
| 05.05 | List the advantages and disadvantages of business ownership. |
| 06.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to: |
| 06.01 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 06.02 | Employ mentoring skills to inspire and teach others. |
| 06.03 | Apply teamwork procedures and social skills in following rules of professional ethics. |
| 07.0 | Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to: |
| 07.01 | Develop a personal budget and/or financial goals. |
| 07.02 | Maintain financial records. |
| 07.03 | Research, compare and contrast investment opportunities. |
| 08.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |
| 08.01 | Demonstrate working knowledge of Board of Cosmetology Florida Statues, Chapter 477. |
| 08.02 | Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442. |
| 08.03 | Evaluate and justify decisions based on ethical reasoning. |
| 08.04 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 08.05 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 08.06 | Interpret and explain written organizational policies and procedures. |
| 09.0 | Use information technology tools. – The students will be able to: |
| 09.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 09.02 | Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing. |

| | |
|-------|---|
| 10.0 | Solve problems using critical thinking skills, creativity, and innovation. – The students will be able to: |
| 10.01 | Demonstrate critical thinking skills independently and in teams to solve problems and make decisions. |
| 10.02 | Demonstrate critical thinking and interpersonal skills to resolve conflicts. |
| 10.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 10.04 | Conduct technical research to gather information necessary for decision-making. |
| 11.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to: |
| 11.01 | Design, develop, and deliver formal and informal presentations, by possibly using appropriate media to engage and inform diverse audiences. |
| 11.02 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| 11.03 | Apply active listening skills to obtain and clarify information. |
| 12.0 | Demonstrate the practice of performing manicures, pedicures, and apply artificial nails/nail wraps identifying the proper procedure and application of chemicals. – The student will be able to: |
| 12.01 | Demonstrating the proper technique and safety precautions and utilizing knowledge of anatomy of the nail structure, diseases and disorders of the skin and nail, chemistry of compounds and their reaction to the skin, angles and curves; correctly shape the natural nail, soften and care for the cuticles and trim hangnails. |
| 12.02 | Perform proper techniques for smoothing and buffing the nails by demonstrating knowledge of anatomy of nails, chemistry of products and safety precautions. |
| 12.03 | Perform proper techniques for foot care, including sanitizing and soaking, by demonstrating knowledge of the chemistry of products on the skin and implements, and following the manufacturer's directions. |
| 12.04 | Perform proper Procedures for disinfection of pedicure equipment and maintaining a log book as required in 61G5-20.002 (4) (G). |
| 12.05 | Utilize knowledge of angles, curves and relationship to size select the correct size and type of artificial nails using safety procedures and follow the manufacturer's directions. |
| 12.06 | Repair and wrap a natural nail by applying knowledge of anatomy, diseases and disorders of nails, and chemistry of products and their effect on the skin and nails. |
| 12.07 | Demonstrate the correct application procedure of nail forms by following all safety and sanitation procedures. |
| 12.08 | Following all manufacturers' directions, correctly apply artificial material (acrylic and gels) to the free edge of the natural nail and/or to the full natural nail. Follow all safety and sanitation procedures for nails and diseases and disorders. Shape and buff the artificial nail to the proper consistency using proper implements and knowledge of relationships of size, angles and shapes to mold into a natural looking nail. |
| 12.09 | Following the manufacturer's directions and knowledge of safety procedures, demonstrate knowledge of acetone product reactions to the skin and nails by removing the artificial material from the natural nail plate without damage to the natural nail. |

- | |
|--|
| 12.10 Applying knowledge of the chemical reactions of products to the skin and nails, correctly demonstrate ability to properly polish the nail with a base, color and topcoat to make a smooth even shade to the nail, relying on consultation with client. Demonstrate ability create artful scenes on a minute surface. |
| 12.11 Demonstrate knowledge of nail diseases and disorders by providing client with the proper information regarding safe nail maintenance. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

Career and Technical Student Organization (CTSO)

SkillsUSA 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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 N/A, Language N/A, and Reading N/A. 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>

Florida Department of Education
Curriculum Framework

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

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | I120425 |
| CIP Number | 0612040806 |
| Grade Level | 30, 31 |
| Standard Length | 220 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA, Inc. |
| SOC Codes (all applicable) | 39-5094 Skin Care Specialists |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | 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.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

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

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.

To teach the course listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|--------------------|-----------------------------------|-----------|----------|
| A | CSP0266 | Facials Specialist | FACIAL TEC 7 G COSMETOL @7 7 G | 220 hours | 39-5094 |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation: Florida Board of Cosmetology.

Please refer to 61G5-22.017 F.A.C. for specific hours of instruction in the indicated theory items as well as the required number of hours of services a student must complete within the program.

61G5-22.017 Minimum Curriculum for Facial Specialty Training.

| Topic | Hours |
|--|--------------|
| Florida Laws and Rules | 4 |
| Sanitation | 10 |
| Ethics | 2 |
| Basics of Electricity | 2 |
| Facial Techniques and Contraindications | 50 |
| Product Chemistry | 8 |
| Hair Removal | 5 |
| Makeup | 1 |
| Skin Theory, Disease and Disorders of the Skin | 67 |

| Type of Service | Hours Required |
|--|-----------------------|
| Facials, manual and mechanical, including masks, packs, or treatments which must be performed on a variety of skin types, including normal, oily, dry, combination, problem, and mature. | 30 |
| Set up, use, and maintenance of electrical devices. | 1 |
| Hair removal, including tweezing, waxing, threading, and sugaring. | 10 |
| Makeup applications for both daytime and nighttime looks. | 10 |
| Lash and brow tinting. | 2 |
| Eyelash application, individual lashes, and semi-permanent lashes. | 12 |
| Manual extractions | 6 |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

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 science knowledge and skills.
- 05.0 Explain the importance of employability skill and entrepreneurship skills.
- 06.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 07.0 Demonstrate personal money-management concepts, procedures, and strategies.
- 08.0 Describe the importance of professional ethics and legal responsibilities.
- 09.0 Use information technology tools.
- 10.0 Solve problems using critical thinking skills, creativity and innovation.
- 11.0 Use oral and written communication skills in creating, expressing and interpreting information and ideas.
- 12.0 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.

Florida Department of Education
Student Performance Standards

Program Title: Facials Specialty
Career Certificate Program Number: I120425

Course Number: CSP0266
Occupational Completion Point: A
Facials Specialists – 220 Hours – SOC Code 39-5094

| | |
|-------|---|
| 01.0 | Identify career opportunities. – The student will be able to: |
| 01.01 | Identify career opportunities in the grooming and salon services field. |
| 02.0 | Demonstrate the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. – The students will be able to: |
| 02.01 | Describe personal and jobsite safety rules and regulations that maintain safe and healthy work environments. |
| 02.02 | Explain emergency procedures to follow in response to workplace accidents. |
| 02.03 | Demonstrate awareness and practice the institutions disaster and/or emergency response plan. |
| 03.0 | Employ safe, sanitary and efficient work practices. – The student will be able to: |
| 03.01 | Using standard precautions, identify decontamination procedures to insure the safety of the client and student in the classroom and laboratory. |
| 03.02 | Set-up and operate equipment and utilize materials by mixing chemicals (EPA approved and hospital strength levels) in appropriate proportions according to manufacturer’s instructions. |
| 03.03 | Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools per Chapter 61G5.002 (2), F.A.C. |
| 03.04 | Apply teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. |
| 03.05 | Describe, observe, identify and analyze the functions, structures, and diseases and disorders of scalp and skin. |
| 03.06 | Demonstrate and communicate to the client the proper care of scalp and skin through cleanliness, nutrition, and healthful living. |
| 04.0 | Demonstrate science knowledge and skills. – The students will be able to: |
| 04.01 | Understand and identify chemistry as it applies to products used in the salon. |
| 04.02 | Understand and identify science as it applies to anatomy and physiology. |
| 04.03 | Understand and identify science as it applies to electricity and light therapy to perform appropriate treatment. |

| | |
|-------|---|
| 05.0 | Explain the importance of employability skill and entrepreneurship skills. – The students will be able to: |
| 05.01 | Identify and demonstrate positive work behaviors needed to be employable. |
| 05.02 | Develop personal career plan that includes goals, objectives, and strategies. |
| 05.03 | Identify and exhibit traits for retaining employment. |
| 05.04 | Research the benefits of ongoing professional development. |
| 05.05 | List the advantages and disadvantages of business ownership. |
| 06.0 | Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives. – The students will be able to: |
| 06.01 | Establish and maintain effective working relationships with others in order to accomplish objectives and tasks. |
| 06.02 | Employ mentoring skills to inspire and teach others. |
| 06.03 | Apply teamwork procedures and social skills in following rules of professional ethics. |
| 07.0 | Demonstrate personal money-management concepts, procedures, and strategies. – The students will be able to: |
| 07.01 | Develop a personal budget and/or financial goals. |
| 07.02 | Maintain financial records. |
| 07.03 | Research, compare and contrast investment opportunities. |
| 08.0 | Describe the importance of professional ethics and legal responsibilities. – The students will be able to: |
| 08.01 | Demonstrate working knowledge of Florida Law, Chapter 477. |
| 08.02 | Demonstrate knowledge of the Florida “Right- to-know” Law, Chapter 442. |
| 08.03 | Evaluate and justify decisions based on ethical reasoning. |
| 08.04 | Evaluate alternative responses to workplace situations based on personal, professional, ethical, legal responsibilities, and employer policies. |
| 08.05 | Identify and explain personal and long-term consequences of unethical or illegal behaviors in the workplace. |
| 08.06 | Interpret and explain written organizational policies and procedures. |
| 09.0 | Use information technology tools. – The students will be able to: |
| 09.01 | Use personal information management (PIM) applications to increase workplace efficiency. |
| 09.02 | Demonstrate the use of current technology such as computers, electronic devices, scheduling and payment processing. |

| | |
|-------|--|
| 10.0 | Solve problems using critical thinking skills, creativity and innovation. – The students will be able to: |
| 10.01 | Demonstrate critical thinking skills independently and in teams to solve problems and make decisions. |
| 10.02 | Demonstrate critical thinking and interpersonal skills to resolve conflicts. |
| 10.03 | Identify and document workplace performance goals and monitor progress toward those goals. |
| 10.04 | Conduct technical research to gather information necessary for decision-making. |
| 11.0 | Use oral and written communication skills in creating, expressing and interpreting information and ideas. – The students will be able to: |
| 11.01 | Design, develop and deliver formal and informal presentations by possibly using appropriate media to engage and inform diverse audiences. |
| 11.02 | Interpret verbal and nonverbal cues/behaviors that enhance communication. |
| 11.03 | Apply active listening skills to obtain and clarify information. |
| 12.0 | 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 skin that can be described, measured and predicted. Demonstrate proper procedure and application of chemicals. – The student will be able to: |
| 12.01 | Choose and assemble the appropriate supplies, products, and equipment based on skin analysis and client consultation. |
| 12.02 | Demonstrate knowledge of action and reaction of chemical products used for the facial treatment. |
| 12.03 | Demonstrate knowledge of available treatments including manual extractions and chemical products associated with each treatment and use problem solving skills in selecting the appropriate chemicals and equipment to meet the needs of the client. |
| 12.04 | Demonstrate ability and knowledge to correctly treat the face, neck and décolleté using product knowledge of reactions to chemicals on the different skin types and conditions. |
| 12.05 | Demonstrate working knowledge of chemicals used for lash and eyebrow tinting and the adverse reactions that may occur, as per manufactures directions. |
| 12.06 | Demonstrate proper procedure for applying artificial eyelashes with a working knowledge of the chemicals and adverse reactions that may occur. |
| 12.07 | Shape eyebrows by tweezing, waxing, threading and sugaring incorporating bone structure, appropriate angles and procedures for hair removal to meet the client's needs. |
| 12.08 | Identify bone structure, face shapes, and fashion trends to fulfill client's needs and desires. Communicate the needs of the client by making appropriate adjustment in language use in work situations demonstrating sensitivity to gender and cultural bias. Use active listening to communicate with the client an understanding of factors that influence the determination of strategies necessary to meet individual client needs. |
| 12.09 | Perform a color analysis and determine ideal facial shape. |
| 12.10 | Apply basic, corrective, evening and/or glamour make-up based on client's needs and desires, using proper safety procedures and appropriate application procedures and products and utilizing knowledge of color theory and chemical reactions to the skin before application. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students

Special Notes

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.

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>

**Florida Department of Education
Curriculum Framework**

Program Title: **Barbering**
Program Type: **Career Preparatory**
Career Cluster: **Human Services**

Career Certificate Program

| | |
|----------------------------|---|
| Program Number | 1120403 |
| CIP Number | 0612040202 |
| Grade Level | 30, 31 |
| Standard Length | 900 hours |
| Teacher Certification | Refer to the <u>Program Structure</u> section. |
| CTSO | SkillsUSA |
| SOC Codes (all applicable) | 39-5011 Barbers |
| CTE Program Resources | http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml |
| Basic Skills Level | Mathematics: 9 Language: 9 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.

The purpose of this program is to prepare students for employment as barbers (SOC 39-5011). Instruction is designed to qualify students for employment upon successfully passing the Florida Barber License Examination.

The content includes but is not limited to communication skills, leadership skills, human relations skills and employability skills, safe and efficient work practices; Florida barber law and rules, knowledge of barbering and its related chemistry, bacteriology, anatomy and physiology; development of skill in performing the manipulative technique required in the practice of barbering.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

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

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.

To teach the courses listed below, instructors must hold at least one of the teacher certifications indicated for that course.

The following table illustrates the postsecondary program structure:

| OCP | Course Number | Course Title | Teacher Certification | Length | SOC Code |
|-----|---------------|--------------|-----------------------|-----------|----------|
| A | COS0160 | Barber 1A | BARBERING 7 G | 320 hours | 39-5011 |
| | COS0161 | Barber 2A | | 150 hours | |
| | COS0162 | Barber 3A | | 300 hours | |
| | COS0163 | Barber 4A | | 130 hours | |

Regulated Programs

This program is regulated by The Florida Department of Business & Professional Regulation; Florida Barbers' Board

Please refer to 61G3-16.001 F.A.C. for educational and training requirements.

61G3-16.001

| | |
|--|-----------|
| 1. Florida Laws and Rules | 225 Hours |
| 2. Safety, Sanitation, and Sterilization | 270 Hours |
| 3. Hair Structure and Chemistry | 90 Hours |
| 4. Hair Cutting a. Taper Cuts I. Freehand II. Shear over comb III. Clipper over comb b. Style Cuts (to include blow drying) | 135 Hours |
| 5. Shampooing | 45 Hours |
| 6. Chemical Services to include permanent waving, color and bleaching, and hair relaxing and curling | 90 Hours |
| 7. Shaving, Beard and Mustache Trimming | 45 Hours |

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Standards

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

- 01.0 Demonstrate safe, sanitary and efficient work practices.
- 02.0 Identify and perform shampoo/hair conditioners and scalp treatment.
- 03.0 Identify and perform trimming/shaping of hair (cutting) with the use of scissor, clipper, and razor.
- 04.0 Identify and perform hairstyles.
- 05.0 Identify and perform mustache and beard design.
- 06.0 Demonstrate shaving the face.
- 07.0 Demonstrate appropriate understanding of basic science.
- 08.0 Identify and perform facial treatments.
- 09.0 Demonstrate knowledge of professional development (employability skills).
- 10.0 Demonstrate knowledge of Florida law and State Board requirements.
- 11.0 Demonstrate an understanding of entrepreneurship.
- 12.0 Identify and prepare hairpieces, wigs and hair attachments.
- 13.0 Identify and perform permanent wave/reconstruction curl/chemical relaxing.
- 14.0 Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques.

Florida Department of Education
Student Performance Standards

Program Title: Barbering
Career Certificate Program Number: I120403

Course Number: COS0160
Occupational Completion Point: A
Barber 1A – 320 Hours – SOC Code 39-5011

| | |
|-------|---|
| 01.0 | Demonstrate safe, sanitary and efficient work practices. – The student will be able to: |
| 01.01 | Observe and apply sanitation and shop safety rules and practices in all skill procedures. |
| 01.02 | Set up and operate equipment and utilize materials. |
| 01.03 | Analyze and recognize hair, skin and scalp conditions. |
| 01.04 | Analyze hair, skin and scalp products using pH scale. |
| 01.05 | Identify the histology of skin and hair. |
| 01.06 | Exhibit professional occupational skills. |
| 02.0 | Identify and perform shampoo/hair conditioners and scalp treatment. – The student will be able to: |
| 02.01 | Prepare the client for service. |
| 02.02 | Analyze and recognize hair and scalp condition. |
| 02.03 | Apply shampoo and manipulate to cleanse hair and scalp, then rinse. |
| 02.04 | Select professional products, understand the importance of professional product recommendations and product use. |
| 02.05 | Apply treatment or conditioner according to manufacturer's directions. |
| 02.06 | Set up and operate electrical equipment as required (high frequency currents, ultra violet or infrared). |
| 03.0 | Identify and perform trimming/shaping of hair (cutting) with scissor, clipper, and razor. – The student will be able to: |
| 03.01 | Prepare the client and determine needs and desires (consultation). |
| 03.02 | Select and utilize hair cutting implements and techniques (shears, razor, clippers, texturizing implements). |
| 03.03 | Section hair and proceed with wet or dry hair cut utilizing all elevations (solid form, graduated, layered, over-directed) and combinations with or without blends. |

03.04 Edge and clean neckline with razor, clipper, or shears.

03.05 Check completed cut.

03.06 Sanitize cutting implements using universal sanitation procedures.

Course Number: COS0161
Occupational Completion Point: A
Barber 2A – 150 Hours – SOC Code 39-5011

04.0 Identify and perform hair styles – the student will be able to:

04.01 Identify and perform wet set using principles of design (hair sculpting, rollers, and finger waves).

04.02 Prepare and perform thermal styling using blow dryers, curling irons, thermo-pressing combing, wand, and etc.

05.0 Identify and perform mustache and beard design. – The student will be to:

05.01 Demonstrate suitable mustache and/or beard design and cutting based on facial structure.

06.0 Demonstrate shaving the face. – The student will be able to:

06.01 Perform the shaving of the patron's face.

06.02 Perform the final cleansing of face and neck.

Course Number: COS0162
Occupational Completion Point: A
Barber 3A – 300 Hours – SOC Code 39-5011

07.0 Demonstrate appropriate understanding of basic science. – The student will be able to:

07.01 Identify health-related problems that may result from exposure to work related chemicals and hazardous materials, and know the proper precautions required for ventilating and handling such materials.

07.02 Understand molecular reactions of skin and hair as a result of physical and chemical changes.

08.0 Identify and perform facial treatments. – The student will be able to:

08.01 Cleanse face and neck, perform designated treatment, and final cleansing of face and neck.

09.0 Demonstrate knowledge of professional development (employability skills). – The student will be able to:

09.01 Locate opportunities for employment through social media, job sites on the internet, and word of mouth.

| | |
|-------|--|
| 09.02 | Understand practical application of the license to the job market. |
| 09.03 | Work individually and cooperatively as a member of regular or culturally diverse team. |
| 09.04 | Utilize math skills applicable to the industry. |
| 10.0 | Demonstrate knowledge of Florida Law and State Board requirements. – The student will be able to: |
| 10.01 | Demonstrate working knowledge of Florida Law, Chapter 476. |
| 10.02 | Demonstrate universal HIV-AIDS precaution procedures for the salon and knowledge of appropriate behavior in dealing with persons who may have the virus or syndrome. |
| 10.03 | Demonstrate an understanding of the Federal "Right-To-Know" Law as stated in 29 C.F.R. 1910.1200. |
| 11.0 | Demonstrate an understanding of entrepreneurship. – The student will be able to: |
| 11.01 | Describe the importance of entrepreneurship to the American economy. |
| 11.02 | Identify advantages and disadvantages of business ownership as relates efficiently and effectively to the barbering industry. |

Course Number: COS0163
Occupational Completion Point: A
Barber 4A – 130 Hours – SOC Code 39-5011

| | |
|-------|--|
| 12.0 | Identify and prepare hair pieces, wigs, and hair attachments. – The student will be able to: |
| 12.01 | Determine and identify styles and colors of wigs and hairpieces. |
| 12.02 | Measure the head and fit wig or hairpiece. |
| 12.03 | Clean, shape, style and attach hair pieces/extensions into desired style according to client's features. |
| 13.0 | Identify and perform permanent wave/reconstruction curl/chemical relaxing. – The student will be able to: |
| 13.01 | Prepare client and determine needs and desired style (consultation). |
| 13.02 | Analyze hair and scalp to select appropriate solution strength according to hair texture, desired results. |
| 13.03 | Apply protective cream or lotion prior to rearranger or straightener as required for desired results following curl or chemical relaxer. |
| 13.04 | Strand test for straightness if performing reconstruction curl or chemical relaxer. |
| 13.05 | Rinse or shampoo according to manufacturer's directions. |

| | |
|-------|---|
| 13.06 | Select rods and wrap hair, if required, according to manufacturer's directions. |
| 13.07 | Apply processing solution and process, take test curls, rinse, blot, shampoo and/or neutralize. |
| 13.08 | Remove rods, condition and style, apply leave-on treatment, if required. Record results. |
| 14.0 | Identify and apply temporary/semi-permanent and permanent color/bleach and specialty color techniques. – The student will be able to: |
| 14.01 | Perform patch test (pre-disposition), perform consultation, analyze hair and scalp. |
| 14.02 | Select and assemble appropriate solutions according to hair texture and desired results. |
| 14.03 | Mix, if required, and apply color, toner, and/or bleach according to manufacturer's directions. |
| 14.04 | Identify and perform specialty-coloring techniques. |
| 14.05 | Perform strand test. Shampoo before or after applying color according to manufacturer's directions. Record results. |
| 14.06 | Understand molecular reactions as a result of physical and chemical changes. |

Additional Information

Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Special Notes

MyCareerShines is an interactive resource to assist students in identifying their ideal career and to enhance preparation for employment. Teachers are encouraged to integrate this resource into the program curriculum to meet the employability goals for each student. Access MyCareerShines by visiting: www.mycareershines.org.

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.

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.

Basic Skills (if applicable)

In a Career Certificate Program 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 on the Basic Skills and Licensure Exemption List which may be accessed from the CTE Program Resources page.

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities 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.

Note: postsecondary curriculum and regulated secondary programs cannot be modified.

Additional Resources

For additional information regarding articulation agreements, Bright Futures Scholarships, Fine Arts/Practical Arts Credit and Equivalent Mathematics and Equally Rigorous Science Courses please refer to:

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.stml>