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# CAREER AND TECHNOLOGY STUDIES

## A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their

learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students in CTS will:*

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.



A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other optional courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## PROGRAM OUTCOMES

The program outcomes describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)

- maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **courses**.

**Strands** in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

**Courses** are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Courses also specify prerequisites. Recommendations for course parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a course are defined through *general outcomes*. Senior high school students who can demonstrate the general outcomes defined for a CTS course; i.e., who have the designated competencies, will qualify for 1 credit toward their high school diploma.

*Specific outcomes* provide a more detailed framework for instruction. Within the context of the general outcomes, the specific outcomes further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of 1-credit courses available in each strand.

Strand	No. of Courses
1. Agriculture	33
2. Career Transitions	30
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology Studies	58
7. Design Studies	31
8. Electro-Technologies	47
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	44
12. Fashion Studies	29
13. Financial Management	16
14. Foods	37
15. Forestry	21
16. Information Processing	53
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	23
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

## LEVELS OF ACHIEVEMENT

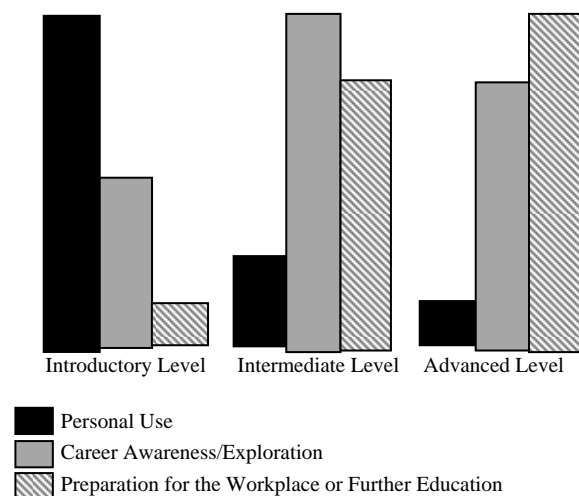
Courses are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the program outcomes and the general outcomes defined for individual courses.

**Introductory** level courses help students build daily living skills and form the basis for further learning. Introductory courses are for students who have no previous experience in the strand.

**Intermediate** level courses build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

**Advanced** level courses refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



## CURRICULUM AND ASSESSMENT STANDARDS

**Curriculum standards** in CTS define what students must know and be able to do. Curriculum standards are expressed through the program outcomes for CTS, and through general and specific outcomes defined for individual courses within each strand.

**Assessment standards** define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies associated with each general outcome. To receive credit for a course, students must demonstrate competency at the level specified by the conditions and criteria defined for each general outcome.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

## TYPES OF COMPETENCIES

Two types of competencies are defined within the CTS program: basic and career-specific.

**Basic** competencies are generic to any career area and are developed within each course. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

**Career-specific** competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.












## BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and courses. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each course. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework★. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Managing Learning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions, as directed</li>   <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li>   <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions, with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them, with direction</li>   <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li>   <li><input type="checkbox"/> explores and uses a variety of learning strategies, with limited direction</li> </ul>	<p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establishes steps to achieve them</li>   <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul>	<p><input type="checkbox"/> </p> <p><input type="checkbox"/> </p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to lifelong learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li>   <li><input type="checkbox"/> </li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul>
<p><b>Managing Resources</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources), as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, as directed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources), with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials, with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources), and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li> <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>
<p><b>Problem Solving and Innovation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li>   <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity, by: <ul style="list-style-type: none"> <li>– generating alternatives</li> <li>– evaluating alternatives</li> <li>– selecting appropriate alternative(s)</li> <li>– taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li>   <li><input type="checkbox"/> transfers problem-solving skills to real-life situations, by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li>   <li><input type="checkbox"/> identifies and suggests new ideas to get the job done creatively, by: <ul style="list-style-type: none"> <li>– combining ideas or information in new ways</li> <li>– making connections among seemingly unrelated ideas</li> <li>– seeking out opportunities in an active manner</li> </ul> </li> </ul>

Stage 1— <i>The student:</i>	Stage 2— <i>The student:</i>	Stage 3— <i>The student:</i>	Stage 4— <i>The student:</i>
<p><b>Communicating Effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works toward a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussions</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>
<p><b>Demonstrating Responsibility</b></p> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether or not certain behaviours/actions are right or wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyzes the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul>
<p><b>★Developmental Framework</b></p> <ul style="list-style-type: none"> <li>• <i>Simple task</i></li> <li>• <i>Structured environment</i></li> <li>• <i>Directed learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with limited variables</i></li> <li>• <i>Less structured environment</i></li> <li>• <i>Limited direction</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Task with multiple variables</i></li> <li>• <i>Flexible environment</i></li> <li>• <i>Self-directed learning, seeking assistance as required</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Complex task</i></li> <li>• <i>Open environment</i></li> <li>• <i>Self-directed/self-motivated</i></li> </ul>



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# COSMETOLOGY STUDIES

## B. STRAND RATIONALE AND PHILOSOPHY

Throughout history, people have practised various forms of body care, grooming and enhancement for personal, social, cultural and religious reasons. Some practitioners have applied their abilities in the workplace by providing professional cosmetology services to clients. The personal and professional care, grooming and enhancement of the human body is supported by an array of industries including those that manufacture cosmetics and related equipment, tools and supplies for personal and/or professional use, and those that provide professional cosmetology services. Each of these industries provides career opportunities for suitably qualified people.

Cosmetology Studies, a strand in Career and Technology Studies, focuses on personal and professional grooming, body care and enhancement practices, and provides students with opportunities to explore and prepare for cosmetology-related career options.

Cosmetology Studies encourages the student-centred process approach, which combines the development of thinking processes and practiced skills in concrete, realistic learning situations. Throughout Cosmetology Studies, students are encouraged to solve problems, make decisions and develop the abilities and flexibility needed to adapt quickly to new situations, including changes in career paths.

The emerging workplace requires that new entrants be lifelong learners who are able to access information and use technology to help solve problems and make decisions. Within the philosophy of Career and Technology Studies, *students in Cosmetology Studies will:*

- become responsible citizens
- appreciate and understand why personal appearance is significant in the home, at school and in the workplace
- identify and access career opportunities in cosmetology and appreciate the preparation needed to enter and progress in related fields
- develop confidence and flexibility as they assume adult roles and responsibilities and move into the workplace and/or further education and training programs
- achieve personal wellness by learning about personal and professional body care and grooming
- study, practise and achieve competencies in personal and professional grooming practices
- identify, practise and maintain high standards of safety and sanitation in personal and professional grooming activities.

In order to achieve these competencies, *the student will*:

- apply knowledge, skills and attitudes from other disciplines in contexts related to self, family and workplace
- develop basic and career-specific skills that have applications for personal use and specific applications in the world of work
- develop positive attitudes toward work through participation in realistic learning activities in varied learning environments
- develop a more positive self-concept as he or she assumes increasingly complex roles and responsibilities
- develop a greater awareness of the role of cosmetology-related businesses and industries in society, and the potential for enterprise and innovation within the cosmetology industry.

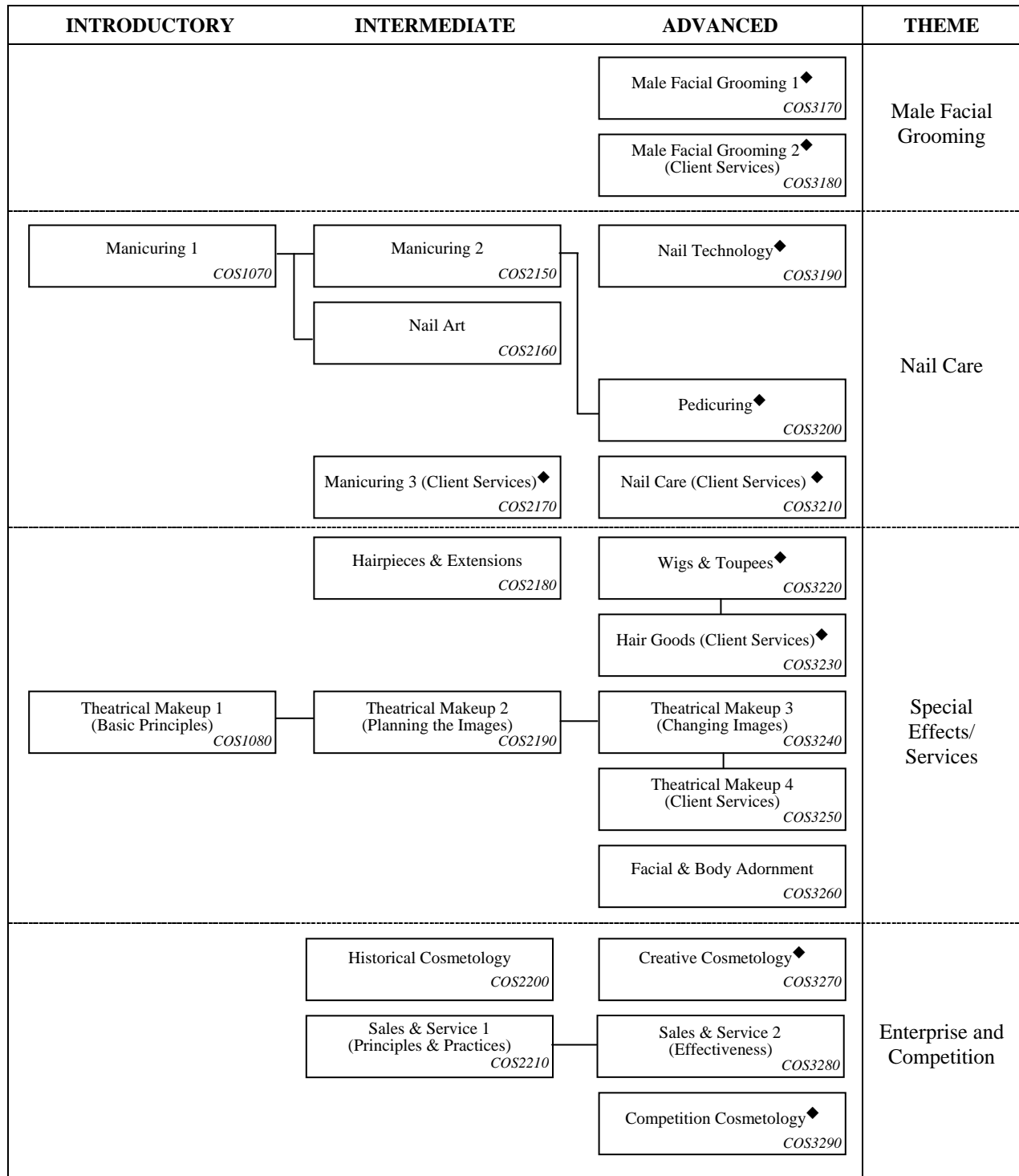
## SCOPE AND SEQUENCE

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Personal Images ● <i>COS1010</i> </div>		<div style="border: 1px solid black; padding: 5px;">                     Professional Practices <i>COS3010</i> </div>	Images and Practices
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Hair Graphics 1 <i>COS1020</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Hair &amp; Scalp Care 1 <i>COS1030</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Forming &amp; Finishing 1 <i>COS1040</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Hair Graphics 2 <i>COS2010</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Hair &amp; Scalp Care 2 <i>COS2020</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Forming &amp; Finishing 2 <i>COS2030</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Long Hair Graphics <i>COS3020</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Hair &amp; Scalp Care 3 <i>COS3030</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Hair &amp; Scalp Care 4 (Client Services) <i>COS3040</i> </div>	Hair and Scalp Care
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Haircutting 1 <i>COS2040</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Hair Care &amp; Cutting 1 (Client Services) <i>COS2050</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Haircutting 2 ♦ <i>COS3050</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Haircutting 3 ♦ (Client Services) <i>COS3060</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Hair Care &amp; Cutting 2 ♦ (Client Services) <i>COS3070</i> </div>	Haircutting
<div style="border: 1px solid black; padding: 5px;">                     Permanent Waving 1 (The Physical Process) <i>COS1050</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Permanent Waving 2 (Cold Waving) <i>COS2060</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Permanent Waving 3 (Heat-assisted) <i>COS2070</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Permanent Waving 4 ♦ (Client Services) <i>COS2080</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Permanent Waving 5 ♦ (Designer) <i>COS3080</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Relax/Straighten Hair ♦ <i>COS3090</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Wave, Relax &amp; Straighten Hair ♦ (Client Services) <i>COS3100</i> </div>	Chemical Services: Permanent Waving
	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Colouring 1 ♦ <i>COS2090</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Colour Removal 1 ♦ <i>COS2100</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Colouring &amp; Removal 1 ♦ (Client Services) <i>COS2110</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Colouring 2 (Permanent) ♦ <i>COS3110</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Colour Removal 2 ♦ <i>COS3120</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Colouring &amp; Removal 2 ♦ (Client Services) <i>COS3130</i> </div>	Chemical Services: Haircolouring
<div style="border: 1px solid black; padding: 5px;">                     Skin Care 1 (Basic Practices) <i>COS1060</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Facials &amp; Makeup 1 <i>COS2120</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Facials &amp; Makeup 2 (Client Services) <i>COS2130</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Skin Care 2 (Client Services) <i>COS2140</i> </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Body Therapy ♦ <i>COS3140</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">                     Hair Removal ♦ <i>COS3150</i> </div> <div style="border: 1px solid black; padding: 5px;">                     Skin Care 3 (Client Services) ♦ <i>COS3160</i> </div>	Skin Care

**Note:** There are extensive prerequisite requirements that are too complex to be depicted in this scope and sequence chart.

- Prerequisite to all introductory courses in this strand.
- ♦ Please refer to specific courses for additional prerequisites.

**SCOPE AND SEQUENCE (continued)**



**Note:** There are extensive prerequisite requirements that are too complex to be depicted in this scope and sequence chart.

♦ Please refer to specific courses for additional prerequisites.

## GENERAL OUTCOMES: INTRODUCTORY LEVEL

### COURSE COS1010: PERSONAL IMAGES

**Level:** Introductory

**Theme:** Images and Practices

**Prerequisite:** None

**Description:** Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to perform basic grooming practices.

**General Outcomes:** *The student will:*

- appreciate that one's appearance is a mode of communication with others
- describe the relationship between a well-groomed appearance and a positive self-concept and develop a personal grooming plan
- identify, compare, apply and assess personal grooming practices and products that contribute to healthfulness
- demonstrate basic competencies.

### COURSE COS1020: HAIR GRAPHICS 1

**Level:** Introductory

**Theme:** Hair and Scalp Care

**Prerequisite:** COS1010 Personal Images

**Description:** Students handle hair confidently; brush, comb and part hair correctly, and create ropes, knots and two- or three-strand braids.

**General Outcomes:** *The student will:*

- distinguish among and name different techniques used to create hair graphics
- identify and describe safety and sanitation practices used when creating hair graphics
- handle hair confidently while using a variety of implements to control, direct and part hair
- create and properly secure hair graphics, including ropes, knots and two- and three-strand braids
- demonstrate basic competencies.

**COURSE COS1030: HAIR & SCALP CARE 1**

**Level:** Introductory

**Theme:** Hair and Scalp Care

**Prerequisite:** COS1010 Personal Images

**Description:** Students analyze and describe the structure and condition of hair and scalp, as well as identify and use basic cleansing and surface conditioning products.

**General Outcomes:** *The student will:*

- describe the structure, functions and conditions of the hair and scalp
- describe internal and external factors that may affect the hair and scalp
- select and use a variety of hair and scalp care products and implements to perform hair and scalp care treatments, including brushing, combing, cleansing and conditioning
- perform hair and scalp care treatments in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS1040: FORMING & FINISHING 1**

**Level:** Introductory

**Theme:** Hair and Scalp Care

**Prerequisite:** COS1010 Personal Images

**Description:** Students wave, curl and style hair, using a variety of equipment, tools and supply items.

**General Outcomes:** *The student will:*

- identify and describe techniques available for forming and finishing hair
- select and use appropriate equipment, implements and materials for forming and finishing hair into selected hair effects and hairstyles
- perform all forming and finishing activities in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS1050: PERMANENT WAVING 1 (THE PHYSICAL PROCESS)**

**Level:** Introductory

**Theme:** Chemical Services: Permanent Waving

**Prerequisite:** COS1010 Personal Images

**Description:** Students section, block and wind hair for a basic permanent wave, using conventional waving rods and supplies.

**General Outcomes:** *The student will:*

- describe the history of permanent waving
- distinguish between the physical and chemical processes involved in the permanent waving of hair
- perform basic sectioning, blocking and winding techniques
- demonstrate alternative sectioning, blocking and winding techniques
- identify and follow safe and sanitary practices
- maintain records of processes used
- demonstrate basic competencies.

**COURSE COS1060: SKIN CARE 1 (BASIC PRACTICES)**

**Level:** Introductory

**Theme:** Skin Care

**Prerequisite:** COS1010 Personal Images

**Description:** Students identify the basic structures and functions of the skin, analyze skin and perform basic skin care practices, including cleansing, toning, nourishing and protecting.

**General Outcomes:** *The student will:*

- describe the functions of skin and identify the basic structure of skin, types of skin and factors that affect the condition of skin
- analyze skin, determine skin types and perform basic skin care, including safe and sanitary:
  - cleansing
  - toning
  - nourishing
  - protecting
- demonstrate basic competencies.

**COURSE COS1070: MANICURING 1**

**Level:** Introductory

**Theme:** Nail Care

**Prerequisite:** COS1010 Personal Images

**Description:** Students identify the functions, shapes and basic structure of fingernails, conditions of hands and fingernails, and perform a plain manicure.

**General Outcomes:** *The student will:*

- describe the functions and identify and describe the:
  - basic structure of fingernails
  - common fingernail shapes
  - factors affecting the conditions of fingernails
- identify resources used to perform a plain manicure
- analyze hands and nails, perform plain manicures and follow safe and sanitary practices
- demonstrate basic competencies.

**COURSE COS1080: THEATRICAL MAKEUP 1 (BASIC PRINCIPLES)**

**Level:** Introductory

**Theme:** Special Effects/Services

**Prerequisite:** COS1010 Personal Images

**Description:** Students describe the purpose and scope of theatrical makeup, identify elements related to designing theatrical makeup, and use appropriate materials to perform basic theatrical makeup techniques.

**General Outcomes:** *The student will:*

- describe the purpose and scope of theatrical makeup and describe the basic principles of colour and theatrical makeup
- design, plan and create, in a safe and sanitary manner, basic theatrical makeup
- demonstrate basic competencies.

## GENERAL OUTCOMES: INTERMEDIATE LEVEL

### COURSE COS2010: HAIR GRAPHICS 2

**Level:** Intermediate

**Theme:** Hair and Scalp Care

**Prerequisite:** COS1020 Hair Graphics 1

**Description:** Students use photo or other images as guides to recreate a variety of ropes, braids, knots, rolls and twists to produce finished hairstyles.

**General Outcomes:** *The student will:*

- demonstrate understanding of the principles of symmetry and asymmetry as applied to hairstyling
- select and recreate images of ropes, braids, knots, rolls and twists to produce secure finished hairstyles and hair graphics
- demonstrate basic competencies.

### COURSE COS2020: HAIR & SCALP CARE 2

**Level:** Intermediate

**Theme:** Hair and Scalp Care

**Prerequisite:** COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze the histology and condition of hair and the relationship of hair to the scalp, and select and use appropriate hair and scalp cleansing and conditioning products.

**General Outcomes:** *The student will:*

- describe the relationships among:
  - hair condition
  - scalp condition
  - safe and sanitary hair care practices
- identify and describe the purpose and application of various hair and scalp care products and technologies
- perform hair and scalp care services, including client analysis and preparation, hair and scalp analysis, product and technology selection, shampooing and conditioning
- demonstrate basic competencies.

**COURSE COS2030: FORMING & FINISHING 2**

**Level:** Intermediate

**Theme:** Hair and Scalp Care

**Prerequisite:** COS1040 Forming & Finishing 1  
COS1010 Personal Images

**Description:** Students analyze head and facial features, determine suitable hairstyles, and form and finish hairstyles.

**General Outcomes:** *The student will:*

- form hair by shaping, constructing and securing a variety of pin curls
- finish hair by combing out constructed and dried pin curls
- identify, describe and analyze factors that affect the selection of a hairstyle and the forming and finishing techniques suited to achieving the selected hairstyle
- wave and curl hair using a combination of forming and finishing techniques, including:
  - pin curling
  - roller setting
  - iron setting
  - finger waving
  - blow waving/styling
- demonstrate basic competencies.

**COURSE COS2040: HAIRCUTTING 1**

**Level:** Intermediate

**Theme:** Haircutting

**Prerequisite:** COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students demonstrate safe handling of haircutting and hairthinning tools, and describe and demonstrate basic cutting methods.

**General Outcomes:** *The student will:*

- define and describe terms related to professional haircutting and explain why professional haircutting is the foundation for hairstyling, other hair services and a feature of personal grooming
- describe and demonstrate safe handling of haircutting and hairthinning tools
- interpret and follow cutting patterns to:
  - section
  - cut
  - follow guidelines
  - section and cut hair to predetermined shapes, lengths and styles
- demonstrate basic competencies.

**COURSE COS2050: HAIR CARE & CUTTING 1 (CLIENT SERVICES)**

**Level:** Intermediate

**Theme:** Haircutting

**Prerequisite:** COS2040 Haircutting 1  
COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze a client's need for hair and scalp care and perform the necessary services.

**General Outcomes:** *The student will:*

- meet, greet and make a client feel welcome and comfortable, and prepare the client for selected services
- consult with and analyze a client's needs for hair and scalp care and haircutting services, and recommend suitable services
- perform hair and scalp care and haircutting services agreed to by a client in a safe and sanitary manner, and record information on services performed
- demonstrate basic competencies.

**COURSE COS2060: PERMANENT WAVING 2 (COLD WAVING)**

**Level:** Intermediate

**Theme:** Chemical Services: Permanent Waving

**Prerequisite:** COS1050 Permanent Waving 1 (The Physical Process)  
COS1010 Personal Images

**Description:** Students identify types of chemicals used to permanently wave hair and the relationship between the chemical process and the physical process. Students also analyze hair and combine the two processes to perform complete cold waves.

**General Outcomes:** *The student will:*

- distinguish between techniques used to curl hair temporarily and permanently; describe the chemistry of cold waving, and the effects of cold waving chemicals on the hair and scalp
- prepare and protect the client, self and others, and perform basic physical and chemical cold waving processes in a safe and sanitary manner, and maintain records of materials used and results attained
- demonstrate basic competencies.

**COURSE COS2070: PERMANENT WAVING 3 (HEAT-ASSISTED)**

**Level:** Intermediate

**Theme:** Chemical Services: Permanent Waving

**Prerequisite:** COS1050 Permanent Waving 1 (The Physical Process)  
COS1010 Personal Images

**Description:** Students use appropriate physical and chemical processes and products to perform heat-assisted permanent waves, and analyze the quality of the waves.

**General Outcomes:** *The student will:*

- distinguish between:
  - procedures, technologies and effects of heat-assisted and cold permanent waving on the hair and scalp
  - technology and techniques used in heat-assisted waving and cold waving
- section, block, wrap, wind and process hair, using available heat-assisted waving techniques, and protect the health and safety of a client, self and others
- demonstrate basic competencies.

**COURSE COS2080: PERMANENT WAVING 4 (CLIENT SERVICES)**

**Level:** Intermediate

**Theme:** Chemical Services: Permanent Waving

**Prerequisite:** COS2070 Permanent Waving 3 (Heat-assisted)  
COS2060 Permanent Waving 2 (Cold Waving)  
COS1050 Permanent Waving 1 (The Physical Process)  
COS1010 Personal Images

**Description:** Students analyze the condition of hair, identify and describe available types of permanent waves, and recommend and perform permanent waving services appropriate to the client's needs and wants.

**General Outcomes:** *The student will:*

- meet, greet, welcome and orient a client to available permanent waving services
- consult with and analyze a client's needs, hair and scalp condition and suitability for permanent waving services, and recommend suitable services
- perform permanent waving services agreed to by a client in a safe and sanitary manner, and record information or services performed
- demonstrate basic competencies.

**COURSE COS2090: COLOURING 1**

**Level:** Intermediate

**Theme:** Chemical Services: Haircolouring

**Prerequisite:** COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students describe the basic principles of colour and haircolouring, describe and perform patch/predisposition and strand tests, and prepare and apply temporary and semipermanent haircolours.

**General Outcomes:** *The student will:*

- describe and explain principles and practices of colouring hair; identify and describe the different types of haircolouring agents, their chemistry and effects on the hair and scalp
- analyze hair and scalp; determine their suitability for different types of haircolouring; perform safe and sanitary, temporary and semipermanent haircolouring practices
- demonstrate basic competencies.

**COURSE COS2100: COLOUR REMOVAL 1**

**Level:** Intermediate

**Theme:** Chemical Services: Haircolouring

**Prerequisite:** COS2090 Colouring 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students describe the basic principles of colour removal, levels of colour, colour removal chemicals and application procedures, and prepare and apply a variety of products to remove natural and artificial haircolour.

**General Outcomes:** *The student will:*

- define terms and explain practices related to removal of colour from hair, and explain the chemistry and action of hydrogen peroxide in the highlighting and colour removal process
- analyze hair and scalp, determine suitability for a colour removal procedure, prepare, apply and process selected colour removal agents, and follow safe and sanitary practices
- demonstrate basic competencies.

**COURSE COS2110: COLOURING & REMOVAL 1 (CLIENT SERVICES)**

**Level:** Intermediate

**Theme:** Chemical Services: Haircolouring

**Prerequisite:** COS2100 Colour Removal 1  
COS2090 Colouring 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze the condition of a client's hair and scalp, and prepare for and perform colouring and colour removal services.

**General Outcomes:** *The student will:*

- meet, greet, welcome and orient a client to haircolouring and colour removal services
- consult with and analyze a client's needs, hair and scalp condition and suitability for haircolouring or colour removal services, and recommend suitable services
- perform colouring or decolouring services agreed to by a client in a safe and sanitary manner, and record information on services performed and chemicals used
- demonstrate basic competencies.

**COURSE COS2120: FACIALS & MAKEUP 1**

**Level:** Intermediate

**Theme:** Skin Care

**Prerequisite:** COS1060 Skin Care 1 (Basic Practices)  
COS1010 Personal Images

**Description:** Students describe the anatomy, physiology and histology of the skin and the effect of pathogenic organisms on the body. Students also analyze facial shapes and conditions, and perform facial care and corrective makeup techniques.

**General Outcomes:** *The student will:*

- relate knowledge about bacteriology and human anatomy, physiology and histology to the service and practice of cosmetology
- analyze facial shapes, features and conditions; identify and describe conditions that may/may not be treated by a cosmetologist
- perform basic facial care and corrective makeup services in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS2130: FACIALS & MAKEUP 2 (CLIENT SERVICES)**

**Level:** Intermediate

**Theme:** Skin Care

**Prerequisite:** COS2120 Facials & Makeup 1  
COS1060 Skin Care 1 (Basic Practices)  
COS1010 Personal Images

**Description:** Students consult with and analyze a client's skin care needs, and perform a variety of facial services, including surface cleansing and corrective makeup techniques.

**General Outcomes:** *The student will:*

- meet, greet, welcome and orient client to facials and makeup services
- consult with and analyze a client's needs for facial and makeup services, and perform facials and basic and corrective makeup services in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS2140: SKIN CARE 2 (CLIENT SERVICES)**

**Level:** Intermediate

**Theme:** Skin Care

**Prerequisite:** COS1060 Skin Care 1 (Basic Practices)  
COS1010 Personal Images

**Description:** Students consult with and analyze the client's skin care needs, and recommend and perform client-approved services, including cleansing, toning (manual and electrical massage), nourishing and protecting.

**General Outcomes:** *The student will:*

- meet, greet, welcome and orient a client to available skin care services, including available skin care technology
- consult with and analyze a client's skin care condition and needs, recommend appropriate services and technology-based treatments, and perform skin care services and treatments in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS2150: MANICURING 2****Level:** Intermediate**Theme:** Nail Care**Prerequisite:** COS1070 Manicuring 1  
COS1010 Personal Images**Description:** Students describe the anatomy of the arm and hand, identify diseases and disorders of the hands and nails and hand and nail conditions that may be treated by a manicurist, and recommend and perform services for treatable conditions.**General Outcomes:** *The student will:*

- recognize conditions, disorders and diseases of the hands and nails, describe conditions and disorders that may be treated by a manicurist, and suggest treatments for each condition or disorder
- analyze treatable hand and nail conditions, perform a variety of manicuring services, including plain and oil manicures, and hand and arm massage
- demonstrate basic competencies.

**COURSE COS2160: NAIL ART****Level:** Intermediate**Theme:** Nail Care**Prerequisite:** COS1070 Manicuring 1  
COS1010 Personal Images**Description:** Students describe nail art techniques used to enhance the appearance of fingernails, as well as design and produce simple nail art.**General Outcomes:** *The student will:*

- define and describe nail art, and identify and describe materials and cosmetics available to create various nail art procedures and create basic nail art designs
- design a variety of nail art images, using appropriate nail art materials and cosmetics
- demonstrate basic competencies.

**COURSE COS2170: MANICURING 3 (CLIENT SERVICES)**

**Level:** Intermediate

**Theme:** Nail Care

**Prerequisite:** COS2150 Manicuring 2  
COS1070 Manicuring 1  
COS1010 Personal Images

**Description:** Students analyze hands and nails to determine manicure needs and the presence of treatable and nontreatable conditions, as well as select and perform appropriate manicure and related services.

**General Outcomes:** *The student will:*

- meet, greet and orient a client to available manicure services
- consult with and analyze a client's hands, nails and manicure needs, and perform services in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS2180: HAIRPIECES & EXTENSIONS**

**Level:** Intermediate

**Theme:** Special Effects/Services

**Prerequisite:** COS1010 Personal Images

**Description:** Students describe the purpose of hairpieces and extensions and types of hair and fibres used in constructing hair goods, and analyze and service hair goods.

**General Outcomes:** *The student will:*

- describe the uses of hair goods and distinguish among the types of hair and fibres used in constructing hair goods
- analyze hair goods, perform appropriate cleansing, conditioning, forming and finishing procedures on hairpieces and extensions, and attach hairpieces and extensions
- demonstrate basic competencies.

**COURSE COS2190: THEATRICAL MAKEUP 2 (PLANNING THE IMAGES)**

**Level:** Intermediate

**Theme:** Special Effects/Services

**Prerequisite:** COS1080 Theatrical Makeup 1 (Basic Principles)  
COS1010 Personal Images

**Description:** Students design, select and apply makeup to create images of selected characters and to enhance personal appearances for theatrical purposes.

**General Outcomes:** *The student will:*

- develop a plan to change physical images by applying design principles to the use of theatrical makeup
- execute theatrical makeup plans to create, change and enhance physical images
- demonstrate basic competencies.

**COURSE COS2200: HISTORICAL COSMETOLOGY**

**Level:** Intermediate

**Theme:** Enterprise and Competition

**Prerequisite:** COS1010 Personal Images

**Description:** Students, in addition to recreating historical hairstyles and facial images, describe the historical trends in hairstyles and makeup, and the relationship between historical changes in cosmetology to other changes in society.

**General Outcomes:** *The student will:*

- identify and describe:
  - historical, period-related trends in hair and makeup stylings
  - career options available to cosmetologists skilled in recreating historical hair and makeup stylings
- apply principles and practices of cosmetology and design to design and create historical hair and facial stylings
- demonstrate basic competencies.

**COURSE COS2210: SALES & SERVICE 1 (PRINCIPLES & PRACTICES)**

**Level:** Intermediate

**Theme:** Enterprise and Competition

**Prerequisite:** COS1010 Personal Images

**Description:** Students describe and demonstrate basic principles of selling and service in the various sectors of the cosmetology industry.

**General Outcomes:** *The student will:*

- identify and describe ethical principles and practices of professional cosmetologists
- define, describe and demonstrate the attention, interest, desire, action (AIDA) and courtesy, attention, receptivity/respect, efficiency/effectiveness (CARE) principles, and apply these principles to personal selling, and display merchandising within the cosmetology industry
- demonstrate basic competencies.



## GENERAL OUTCOMES: ADVANCED LEVEL

### COURSE COS3010: PROFESSIONAL PRACTICES

**Level:** Advanced

**Theme:** Images and Practices

**Prerequisite:** COS1010 Personal Images

**Description:** Students describe the sectors of the cosmetology industry, as well as current and projected trends, needs, career opportunities, trade ethics and qualifications required for entry into each sector.

**General Outcomes:** *The student will:*

- identify sectors of the cosmetology industry and the work performed in each sector
- identify and describe the qualifications required for entry into each sector of the industry
- identify and report on current and projected trends in the industry
- demonstrate ethical, interpersonal and communication skills suited to professional cosmetologists
- demonstrate basic competencies.

### COURSE COS3020: LONG HAIR GRAPHICS

**Level:** Advanced

**Theme:** Hair and Scalp Care

**Prerequisite:** COS2010 Hair Graphics 2  
COS1020 Hair Graphics 1  
COS1010 Personal Images

**Description:** Students design and produce symmetrical and asymmetrical hairstyles to create long hair graphics.

**General Outcomes:** *The student will:*

- select, design and create a variety of long hair graphics to suit different facial, personality and situational needs
- demonstrate basic competencies.

**COURSE COS3030: HAIR & SCALP CARE 3**

**Level:** Advanced

**Theme:** Hair and Scalp Care

**Prerequisite:** COS2020 Hair & Scalp Care 2  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze the condition of the hair and scalp, make treatment decisions and recommendations, and clean and condition the hair and scalp, using available technology.

**General Outcomes:** *The student will:*

- analyze the hair and scalp, and identify treatable and nontreatable conditions
- make decisions and perform appropriate cleansing and conditioning treatments in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS3040: HAIR & SCALP CARE 4 (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Hair and Scalp Care

**Prerequisite:** COS2020 Hair & Scalp Care 2  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze a client's hair and scalp, make treatment decisions and recommend services, and perform client-approved hair and scalp care services to a client's satisfaction.

**General Outcomes:** *The student will:*

- analyze hair and scalp, recommend treatment, promote the sale of related services, and perform client-approved hair and scalp care services to a client's satisfaction
- recommend and promote the sale of hair and scalp care products
- demonstrate basic competencies.

**COURSE COS3050: HAIRCUTTING 2**

**Level:** Advanced

**Theme:** Haircutting

**Prerequisite:** COS2040 Haircutting 1  
COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students demonstrate the ability to design and follow cutting patterns, and safely use haircutting and thinning shears, razors and electric clippers.

**General Outcomes:** *The student will:*

- create a variety of cutting patterns/plans
- follow cutting patterns, and apply principles of elevation to produce a variety of layered/tapered haircuts by selecting and using cutting implements appropriate to the task
- demonstrate basic competencies.

**COURSE COS3060: HAIRCUTTING 3 (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Haircutting

**Prerequisite:** COS3050 Haircutting 2  
COS2040 Haircutting 1  
COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze hair, scalp, face, haircuts and styles, recommend hairstyles, prepare clients and perform haircutting services.

**General Outcomes:** *The student will:*

- consult with a client and interpret haircutting needs
- perform safe and sanitary haircutting services for adults and children to their satisfaction
- demonstrate basic competencies.

**COURSE COS3070: HAIR CARE & CUTTING 2 (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Haircutting

**Prerequisite:** COS3060 Haircutting 3 (Client Services)  
COS3050 Haircutting 2  
COS3040 Hair & Scalp Care 4 (Client Services)  
COS2040 Haircutting 1  
COS2020 Hair & Scalp Care 2  
COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students consult with the client to determine services desired, analyze a client's hair and scalp, face and facial features, and recommend and perform client-approved services and treatments to create finished hairstyles.

**General Outcomes:** *The student will:*

- present a confident and professional appearance and manner when analyzing and meeting a client's needs and promoting the sale of appropriate services and products
- perform a variety of safe and sanitary hair and scalp care and haircutting services agreed to by a client
- demonstrate basic competencies.

**COURSE COS3080: PERMANENT WAVING 5 (DESIGNER)**

**Level:** Advanced

**Theme:** Chemical Services: Permanent Waving

**Prerequisite:** COS2080 Permanent Waving 4 (Client Services)  
COS2070 Permanent Waving 3 (Heat-assisted)  
COS2060 Permanent Waving 2 (Cold Waving)  
COS1050 Permanent Waving 1 (The Physical Process)  
COS1010 Personal Images

**Description:** Students identify and describe designer techniques, processes and implements used to permanently wave hair, complete a chemical process for each designer technique, and describe the advantages and disadvantages of each technique.

**General Outcomes:** *The student will:*

- identify and interpret the purpose and potential use of alternative designer permanent waving techniques
- analyze each client's permanent waving needs, recommend a pattern/technique and perform a variety of designer permanent waving techniques
- demonstrate basic competencies.

**COURSE COS3090: RELAX/STRAIGHTEN HAIR**

**Level:** Advanced

**Theme:** Chemical Services: Permanent Waving

**Prerequisite:** COS2080 Permanent Waving 4 (Client Services)  
COS2070 Permanent Waving 3 (Heat-assisted)  
COS2060 Permanent Waving 2 (Cold Waving)  
COS1050 Permanent Waving 1 (The Physical Process)  
COS1010 Personal Images

**Description:** Students describe the purposes and products available to physically and chemically relax and straighten hair, and identify, describe and practise safe relaxing and straightening techniques.

**General Outcomes:** *The student will:*

- identify and describe methods, technology, chemicals and other products used to relax or straighten hair and the effect of these services on the hair and scalp
- analyze the hair and scalp to determine their suitability for straightening or relaxing services, determine type of service to offer and products to use, and perform safe and sanitary hair relaxing and straightening procedures
- demonstrate basic competencies.

**COURSE COS3100: WAVE, RELAX & STRAIGHTEN HAIR (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Chemical Services: Permanent Waving

**Prerequisite:** COS3090 Relax/Straighten Hair  
COS2080 Permanent Waving 4 (Client Services)  
COS2070 Permanent Waving 3 (Heat-assisted)  
COS2060 Permanent Waving 2 (Cold Waving)  
COS1050 Permanent Waving 1 (The Physical Process)  
COS1010 Personal Images

**Description:** Students analyze a client's hair and scalp, and recommend appropriate waving, relaxing and straightening services.

**General Outcomes:** *The student will:*

- consult with and analyze a client's waving, relaxing and straightening needs
- recommend and promote appropriate services and treatments
- perform client-approved services to a client's satisfaction
- demonstrate basic competencies.

**COURSE COS3110: COLOURING 2 (PERMANENT)**

**Level:** Advanced

**Theme:** Chemical Services: Haircolouring

**Prerequisite:** COS2090 Colouring 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students describe the purposes and principles of permanent haircolouring, identify permanent colouring products, their active ingredients and their effects on the hair and possible effects on the body, and demonstrate skin and strand testing and retouch and whole head colour applications.

**General Outcomes:** *The student will:*

- identify and describe:
  - purposes, principles and types of permanent haircolouring
  - products available to colour hair permanently
  - product selection, mixing and preparation processes
  - safety practices that must be followed when using permanent haircolours
- perform a variety of permanent haircolouring procedures, including the application of:
  - coating dyes
  - aniline derivative tints
- demonstrate basic competencies.

## **COURSE COS3120: COLOUR REMOVAL 2**

**Level:** Advanced

**Theme:** Chemical Services: Haircolouring

**Prerequisite:** COS2100 Colour Removal 1  
COS2090 Colouring 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze the condition of the hair and scalp and the nature of colour in/on hair, and prepare and apply various colour removal products to regrowths and whole heads of hair.

**General Outcomes:** *The student will:*

- identify and describe the range of colour removal methods, techniques and products available to professional cosmetologists, and the safety and sanitation required before, during and after each colour removal service
- analyze the hair and scalp, and determine their suitability to receive colour removal services
- perform a variety of safe and sanitary colour removal procedures including the use of:
  - bleaches (oil, cream, powder)
  - dye solvents
  - other colour removers
- demonstrate basic competencies.

**COURSE COS3130: COLOURING & REMOVAL 2 (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Chemical Services: Haircolouring

**Prerequisite:** COS3120 Colour Removal 2  
COS2100 Colour Removal 1  
COS2090 Colouring 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze the condition of a client's hair and scalp, consult with the client and recommend, prepare for, and perform colouring and colour removal services.

**General Outcomes:** *The student will:*

- demonstrate competencies related to current haircolouring and colour removal services, including:
  - hair and scalp analysis
  - client consultation
  - service promotion and sales
  - client preparation
  - safe and sanitary colour and colour removal applications
  - pre- and post-conditioning practices, where necessary
  - meeting a client's needs
- demonstrate basic competencies.

**COURSE COS3140: BODY THERAPY**

**Level:** Advanced

**Theme:** Skin Care

**Prerequisite:** COS2140 Skin Care 2 (Client Services)  
COS1060 Skin Care 1 (Basic Practices)  
COS1010 Personal Images

**Description:** Students apply available technology to provide therapies (heat, electrical and light), apply principles and practices of body therapy, and apply skin care products to body surfaces.

**General Outcomes:** *The student will:*

- identify and describe the beauty therapist's role, and the therapies and technologies used, and their effects on body health and appearance
- apply principles and practices of body therapy and use available technologies to enhance each client's wellness and appearance
- demonstrate basic competencies.

**COURSE COS3150: HAIR REMOVAL**

**Level:** Advanced

**Theme:** Skin Care

**Prerequisite:** COS1060 Skin Care 1 (Basic Practices)  
COS1010 Personal Images

**Description:** Students describe temporary and permanent hair removal methods, classify each method as a physical, chemical or electrical procedure, and identify and describe safety and sanitary practices for each procedure.

**General Outcomes:** *The student will:*

- distinguish between temporary and permanent methods of hair removal and describe the advantages/disadvantages of each method
- distinguish between hairs that may be removed and those that must not be removed
- analyze skin to determine suitability for hair removal service and use physical methods to remove hair in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS3160: SKIN CARE 3 (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Skin Care

**Prerequisite:** COS2140 Skin Care 2 (Client Services)  
COS1060 Skin Care 1 (Basic Practices)  
COS1010 Personal Images

**Description:** Students analyze a client's skin and determine skin care needs, consult with the client, and recommend, prepare for, and perform approved skin care services.

**General Outcomes:** *The student will:*

- welcome and orient the client, analyze skin care needs, recommend and promote the sale of services and products relating to these needs
- prepare the client and perform client-approved safe and sanitary skin care services
- demonstrate basic competencies.

**COURSE COS3170: MALE FACIAL GROOMING 1**

**Level:** Advanced

**Theme:** Male Facial Grooming

**Prerequisite:** COS2040 Haircutting 1  
COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students describe principles and demonstrate practices for male facial grooming, including basic skin care, shaving, moustache/beard shaping, trimming and waxing, and nasal and aural hair removal.

**General Outcomes:** *The student will:*

- identify and describe the history, purpose and principles of shaving, and the shaping, trimming and waxing of male facial hair
- demonstrate the safe and sanitary handling of implements and technology for male facial grooming and male facial grooming procedures
- demonstrate basic competencies.

**COURSE COS3180: MALE FACIAL GROOMING 2 (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Male Facial Grooming

**Prerequisite:** COS3170 Male Facial Grooming 1  
COS2040 Haircutting 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze a client's face to determine facial grooming needs, consult with the client, and recommend and perform male facial grooming services, as required.

**General Outcomes:** *The student will:*

- welcome, orient and consult with and analyze a client's needs for male facial grooming services and products, and recommend and promote the sale of these services and products
- perform client-approved safe and sanitary male facial grooming procedures to a client's satisfaction
- demonstrate basic competencies.

**COURSE COS3190: NAIL TECHNOLOGY**

**Level:** Advanced

**Theme:** Nail Care

**Prerequisite:** COS1070 Manicuring 1  
COS1010 Personal Images

**Description:** Students describe causes of nail breakage and damage, demonstrate techniques used to repair damaged nails and apply artificial nails, and describe effects of artificial/sculptured nails on natural nails.

**General Outcomes:** *The student will:*

- define nail technology and describe current nail technology services and their purpose
- identify, describe and demonstrate the safe and sanitary use of materials and implements associated with nail technology services
- analyze hands and nails and perform a variety of nail technology services; e.g., applying and maintaining:
  - nail tips
  - nail wraps
  - acrylic nails
  - fill-ins
  - gels
- demonstrate basic competencies.

**COURSE COS3200: PEDICURING**

**Level:** Advanced

**Theme:** Nail Care

**Prerequisite:** COS1070 Manicuring 1  
COS1010 Personal Images

**Description:** Students describe relationships between a manicure and pedicure, and identify and demonstrate a pedicuring procedure, including foot massage.

**General Outcomes:** *The student will:*

- describe the purpose of pedicuring and the relationship between a manicure and pedicure
- identify and describe the basic structure of feet and the diseases and disorders that may affect feet
- analyze feet, determine their suitability for pedicure services, prepare a pedicure work area, and perform pedicure procedures, including foot massage
- demonstrate basic competencies.

**COURSE COS3210: NAIL CARE (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Nail Care

**Prerequisite:** COS3200 Pedicuring  
COS2150 Manicuring 2  
COS1070 Manicuring 1  
COS1010 Personal Images

**Description:** Students analyze client hands, feet and nails and determine manicure/pedicure needs, consult with the client and recommend services and products to enhance the condition and appearance of nails, and use available technology to perform manicures/pedicures and related services.

**General Outcomes:** *The student will:*

- meet, greet and orient a client to available manicure and pedicure services
- consult with a client, analyze tissues of hands and feet, determine nail care needs, and recommend and perform services agreed to by the client in a safe and sanitary manner
- demonstrate basic competencies.

**COURSE COS3220: WIGS & TOUPEES**

**Level:** Advanced

**Theme:** Special Effects/Services

**Prerequisite:** COS3110 Colouring (Permanent)  
COS3050 Haircutting 2  
COS2180 Hairpieces & Extensions  
COS2090 Colouring 1  
COS2040 Haircutting 1  
COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students identify the purpose of wigs and toupees, and factors affecting the quality of wigs and toupees, and demonstrate safe and sanitary procedures used to clean, colour, cut, fit, repair and style wigs and toupees, as well as take head measurements and samples.

**General Outcomes:** *The student will:*

- explain the reasons why people wear wigs and toupees
- describe different types of wigs and toupees, the advantages/disadvantages of using natural hair/synthetic fibres and related quality factors
- block and secure wigs and hairpieces and perform services (on natural hair and synthetic fibre hair goods), including:
  - cleaning
  - conditioning
  - cutting/shaping
  - forming and finishing
  - minor repairs
  - colouring (temporary, semipermanent)
  - measuring and sampling
- demonstrate basic competencies.

**COURSE COS3230: HAIR GOODS (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Special Effects/Services

**Prerequisite:** COS3220 Wigs & Toupees  
COS3110 Colouring (Permanent)  
COS3050 Haircutting 2  
COS2180 Hairpieces & Extensions  
COS2090 Colouring 1  
COS2040 Haircutting 1  
COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1010 Personal Images

**Description:** Students analyze hair goods, make decisions relating to services needed, perform client-approved services to hair goods, and take a client's head measurements in preparation for ordering a custom-made hair good.

**General Outcomes:** *The student will:*

- analyze a client's hair goods, recommend care, maintenance and enhancement services, promote the sale of hair goods related care and maintenance products
- perform a variety of services to hair goods to ensure that they are maintained and enhanced to a client's satisfaction; measure a client's head and take samples of a client's hair in preparation for ordering a wig or toupee
- demonstrate basic competencies.

**COURSE COS3240: THEATRICAL MAKEUP 3 (CHANGING IMAGES)**

**Level:** Advanced

**Theme:** Special Effects/Services

**Prerequisite:** COS2190 Theatrical Makeup 2 (Planning the Images)  
COS1080 Theatrical Makeup 1 (Basic Principles)  
COS1010 Personal Images

**Description:** Students identify materials and describe procedures used to construct and apply two- and three-dimensional makeup and prostheses, analyze images of characters and design, and plan and apply theatrical makeup to recreate images of characters.

**General Outcomes:** *The student will:*

- identify and describe materials and processes used to construct and apply three-dimensional makeup and prostheses
- design and execute plans to change body images of self and/or others by using theatrical makeup, two- and three-dimensional makeup materials and hair goods
- maintain a portfolio of designs created, including details about makeup, prostheses and hair goods used
- demonstrate basic competencies.

**COURSE COS3250: THEATRICAL MAKEUP 4 (CLIENT SERVICES)**

**Level:** Advanced

**Theme:** Special Effects/Services

**Prerequisite:** COS3240 Theatrical Makeup 3 (Changing Images)  
COS2190 Theatrical Makeup 2 (Planning the Images)  
COS1080 Theatrical Makeup 1 (Basic Principles)  
COS1010 Personal Images

**Description:** Students provide a client or client group with the theatrical makeup services to create images that are appropriate to different lighting and portrayal conditions.

**General Outcomes:** *The student will:*

- consult with and assist in providing theatrical makeup services to a client or client group to enhance and to change body images with the aid of two- and three-dimensional makeup and hair goods
- demonstrate basic competencies.

## **COURSE COS3260: FACIAL & BODY ADORNMENT**

**Level:** Advanced

**Theme:** Special Effects/Services

**Prerequisite:** COS1010 Personal Images

**Description:** Students identify adornments available to enhance or change appearances, describe effects of different adornments, demonstrate safe and sanitary service procedures, and explore alternative forms of body adornment.

**General Outcomes:** *The student will:*

- identify and describe current fashion trends and fads in facial and body adornment and their purpose
- describe safe and sanitary facial and body adornment procedures; e.g.:
  - attaching/removing false eyelashes
  - colouring eyebrows and lashes
- demonstrate basic competencies.

## **COURSE COS3270: CREATIVE COSMETOLOGY**

**Level:** Advanced

**Theme:** Enterprise and Competition

**Prerequisite:** COS1070 Manicuring 1  
COS1060 Skin Care 1 (Basic Practices)  
COS1040 Forming & Finishing 1  
COS1020 Hair Graphics 1  
COS1010 Personal Images

**Description:** Students describe current cosmetology-related fashions, fads and trends, and apply design principles to create skin, hair and nail stylings that may become fads or trends.

**General Outcomes:** *The student will:*

- produce worksheets that describe:
  - current fashion, fads or trends for hair, nail and facial stylings
  - procedures to create each styling
- reproduce each styling, using appropriate resources
- apply design principles to:
  - develop worksheets for creative and innovative hair, makeup and nail stylings
  - produce each styling, using the worksheets as guides
- demonstrate basic competencies.

**COURSE COS3280: SALES & SERVICE 2 (EFFECTIVENESS)**

**Level:** Advanced

**Theme:** Enterprise and Competition

**Prerequisite:** COS2210 Sales & Service 1 (Principles & Practices)  
COS1010 Personal Images

**Description:** Students distinguish between sales and service techniques that encourage positive client responses and those that evoke negative responses, demonstrate effective sales and service techniques, and identify and demonstrate duties performed by salon receptionists.

**General Outcomes:** *The student will:*

- design a client survey and develop a client profile that identifies client demographics and level of satisfaction with the salon
- develop and implement a plan to enhance client satisfaction and increase the sale of services and cosmetics and products for personal grooming, and evaluate outcomes of the plan
- demonstrate basic competencies.

**COURSE COS3290: COMPETITION COSMETOLOGY**

**Level:** Advanced

**Theme:** Enterprise and Competition

**Prerequisite:** COS1040 Forming & Finishing 1  
COS1030 Hair & Scalp Care 1  
COS1020 Hair Graphics 1  
COS1010 Personal Images

**Description:** Students identify opportunities to participate in competitions relating to cosmetology, describe the qualities needed to be competitive and the judging systems used at various levels of competitions, and demonstrate ability to be competitive in one or more areas of cosmetology.

**General Outcomes:** *The student will:*

- identify and describe qualities of a successful competition cosmetologist and methods used to judge competitions
- demonstrate qualities consistent with being a competition cosmetologist
- demonstrate competition standard artistry in one or more cosmetology-related area(s)
- demonstrate basic competencies.