

# Cosmetology



**For more information about this,  
or any CTE program, please contact  
CTE Principal Kathy Fox at 315-867-2093.**



# COSMETOLOGY

The Art and Science of  
beautifying and improving  
the Hair, Skin and Nails.



What Students Learn:

- Hair cutting and styling
- Hair coloring/highlights
- Manicures and pedicures
- Waxing and facials

A New York State Department of  
Licensing Curriculum merged  
with Salon Work-Based Learning.  
Successful completion qualifies  
students to take the New York  
State Boards both written and  
physical exams to receive a NYS  
Cosmetology License.



Units of Study:

Hours:

(Total hours: 1000)

Professional Requirements.....	24
Safety and Health.....	26
Anatomy and physiology.....	15
Hair Analysis.....	10
Hair and Scalp Disorders and Diseases.....	10
Chemistry as applied to Cosmetology.....	5
Shampoos, Rinses, Conditioners & Treatments....	30
Hair Cutting and Shaping.....	175
Hair Styling.....	245
Chemical Restructuring.....	180
Hair Coloring and Lightening.....	180
Nail Care and Procedures.....	40
Skin Care and Procedures.....	40







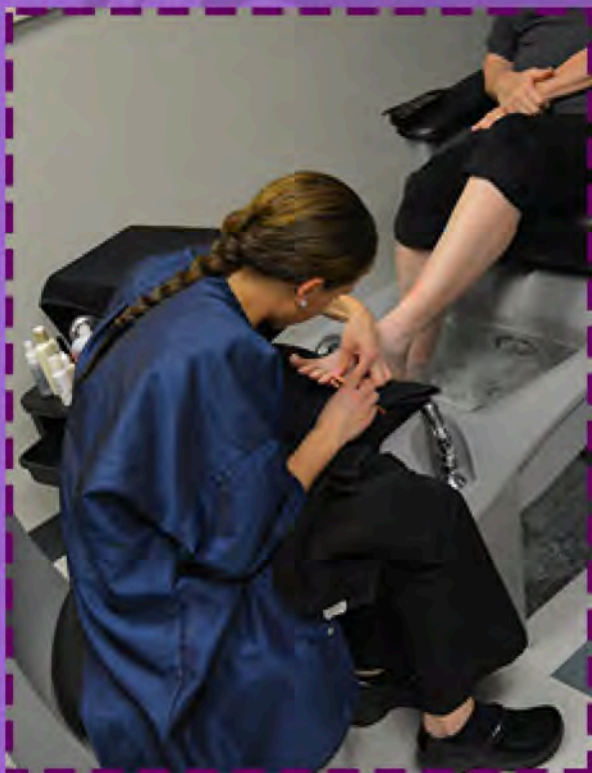
College Articulation

Partnerships With:

Bryant & Stratton

North County Community College

Utica School of Commerce



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Inquiries regarding the Herkimer BOCES non-discrimination policies should be directed to:

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**HERKIMER - FULTON**  
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## Cosmetology (COS)

This SED approved CTE program prepares students to take the New York State licensing exam which is required to practice Cosmetology in NY State. There are five specific areas of study/certification included in this program:

Nails    Esthetics    Natural Hairstyling    Chemical Services    Waxing.

*Note: Students must have 1000 hours which requires an extended school year to meet the New York State hourly mandates. Students attend through mid-July for 2 years.*

- Students must pass with a sixty five (65), each of the 2 years in order to be credited with the hours.
- NY State Licensing is required for employment in the field of Cosmetology.
- Licensing exam is given by the State Board of Cosmetology, State of New York. The exam consists of a written exam and a practical exam. Both portions of the exam must be passed.
- We do not offer the individual programs. Students are required to complete the full Cosmetology curriculum.
- A successful clinical experience is required for students to obtain a Career/Technical endorsement for this program (Regents Diploma only).  
<http://www.p12.nysed.gov/cte/ctepolicy/endorsement.html>

Class size varies, up to 40 students (approximately) with 1 or 2 instructor(s).

Instruction is done in large group, with a lecture/demonstration of content presented visually and orally.

Individual work then follows, with students working to recreate the process from the instruction or from a manual.

Support is offered to each student as the teacher circulates around the room.

This classroom is a large space consisting of a lab area, a manicure/pedicure/facial area and a classroom area.

### Typical Requirements for this Program Include:

Ability to:

- follow a written guide, including sequencing multiple steps.
- listen to verbal or modeled instructions and then follow the steps given.
- repeat and refine work many times over, based on feedback of the instructor.
- be able to discriminate differences in fine details.
- understand the terminology of the cosmetology service industry.
- remember steps learned and apply them to other situations
- problem-solve situations based on previously taught concepts.
- simultaneously coordinate and perform several services through efficient time management.
- transition between tasks in an efficient and timely manner.

### **Career Opportunities:**

Cosmetologist	Hairstylist	Esthetician	Field Technician
Salon Owner/Manager	Nail Tech	Make-Up Artist	Instructor

## CAREER AND TECHNICAL ENDORSEMENT

A Career and Technical Endorsement is a seal that is affixed to a Regent's Diploma and includes the phrase, "Career and Technical Endorsement."<sup>1</sup> This seal demonstrates students not only successfully completed an approved CTE program, but achieved additional success in a technical subject as described below.

Students are eligible for a Career and Technical Endorsement on their Regent's Diploma when the following criterion is met:

- Achievement of a Regent's or Advanced Regent's Diploma
- Successful completion of a two-year approved CTE program
- Successful completion of a Work-Based Internship
- Pass a State/National Written Assessment
- Pass a State/National Performance Assessment
- Successful completion of an Exit-Out Project
- Mastered Entry-Level Skills as documented on a Work-Skills Employability Profile

Individual program specific requirements will be shared with students by individual program instructors. Regardless of achieving a Regent's Diploma, we believe all students enrolled in CTE should be required to participate in the components of a Career and Technical Endorsement.

While students achieve success within their CTE program throughout their first year, most components of the career and technical endorsement are completed during the second year. Work-based internships can take place both on campus as well as off campus, depending on a student's program. To be eligible to participate in off-site internships, students must demonstrate entry-level work skills, maintain solid attendance, and be recommended by their teacher. State or national assessments are usually given during the month of May with business/industry people assessing performance skills. Please note there is no make-up or rescheduling of these assessments. Exit out projects are large in scale and take place mainly during the second year. Work-Skills Employability Profiles are completed by a student's instructor and document program-specific work skills.

When all components are met successfully, the Career and Technical Endorsement seal is sent to a student's high school principal to be affixed to their Regent's Diploma. The Regent's Diploma is confirmed by the high school.

While a Career and Technical Endorsement is not required for completion of a CTE program, we encourage and expect students to set high aspirations of achievement. If you have any questions about a career and technical endorsement or any components mentioned above, please contact our office at 867-2093.

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<sup>1</sup> <http://www.p12.nysed.gov/cte/ctepolicy/endorsement.html>

## Thoughts to Consider for General Education Students with IEP or 504 accommodations

Students with IEPs or 504s can be successful in COS.

When considering placement, review the CTE Present Levels Of Performance expectations:

### Academics:

- In reading, can the student read and follow directions on labels and products?
- Does the student have pre-requisites to learn to measure, mix and apply chemicals safely, following directions and precautions on product labels?
- Has the student demonstrated the ability to convert formulas into proper proportions using fractions and ratios?
- Has the student demonstrated the ability to understand the career specific language of this program?
- Has the student demonstrated the ability to process multiple pieces of verbal and situational information?
- Has the student demonstrated good time management skills?
- Has the student demonstrated the ability to generalize and apply skills from one setting to another (theory to lab)?
- Has the student demonstrated average to strong memory and sequencing skills?
- Has the student demonstrated average visual-spatial skills?
- Has the student demonstrated average to above average problem-solving/critical thinking skills?

### Management:

- Has the student demonstrated the ability to work independently, with various levels of support?
- Has the student demonstrated the ability to avoid personal conflict, and use conflict resolution skills to help others resolve conflict?
- Has the student demonstrated a good work ethic?
- Has the student demonstrated the potential be able to work in a busy environment, with multiple distractions?

### Physical:

- Does the student have average fine motor and visual motor/coordination skills?
- Is the student able to stand for extended periods of time?

*Note:* This class requires students to sometimes stand the entire 2  $\frac{1}{2}$  hours. The State Board Exam requires the examinee to stand for the entire exam (3  $\frac{1}{2}$  -4 hours). The *profession* requires standing between 8-12 hours a day.

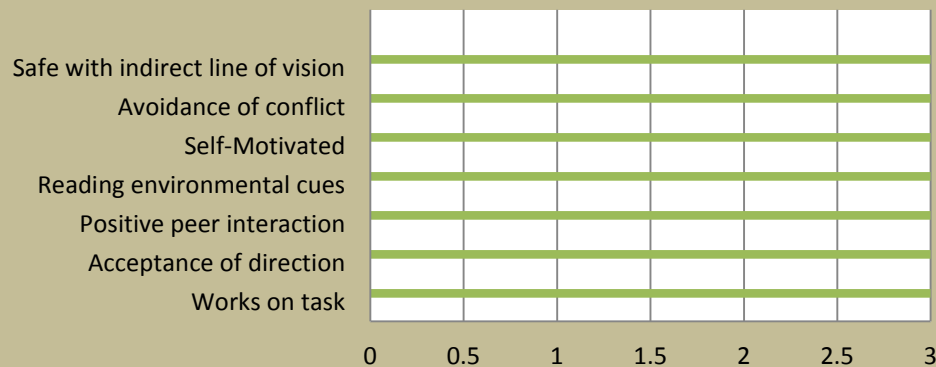
### Social:

- Ability to develop positive professional relationships. Does the student have good communication skills?
- Does the student have an average ability to interpret social "cues" and have the ability to be tactful?
- Does the student demonstrate ethical and good moral judgment.

# Skills Profile for Cosmetology (COS)

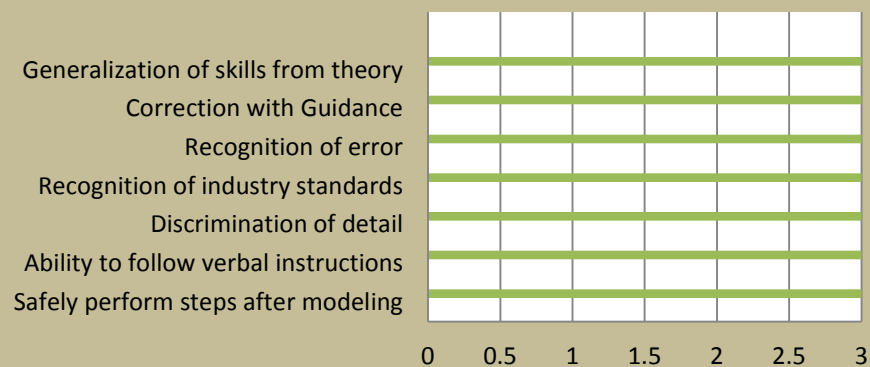
## Management- COS

### Performance Indicators



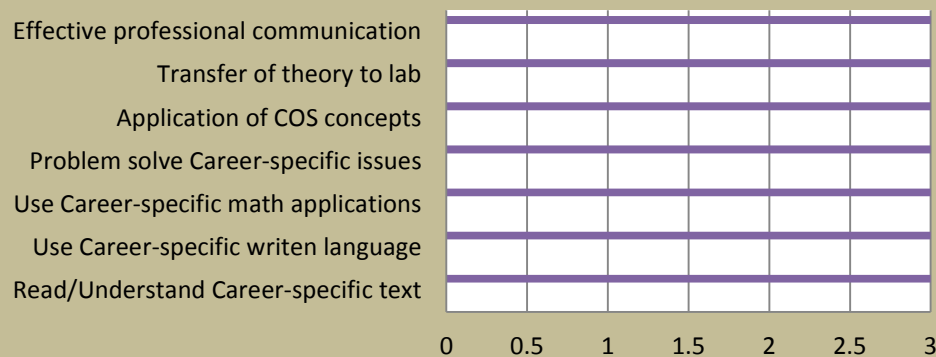
## Lab Performance - COS

### Performance Indicators

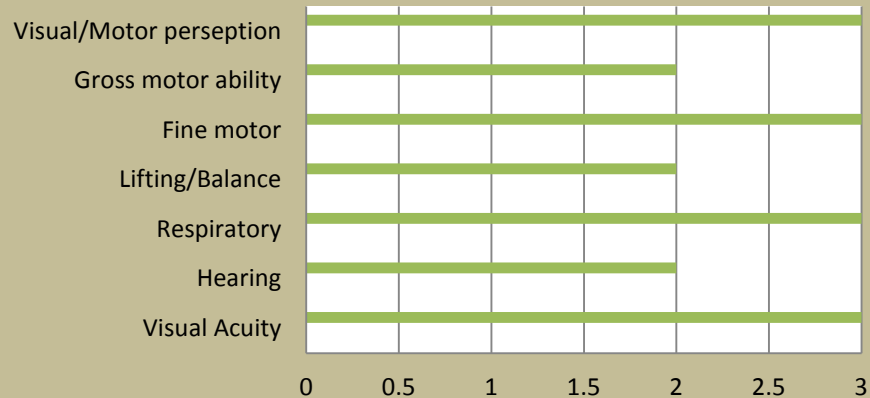


## Academics - COS

### Performance Indicators



## Physical Skills - COS



**Key: The impact each skill /component will have on success in the program, relative to academic content and career performance expectations:**

**1=Low Impact-** minimal effect on success. **2= Moderate Impact-** Average skills and ability needed as baseline for this skill area. Deficits will have some effect on success. **3= High Impact-** Strong influence on success; above average to strong skill potential needed to develop this area is helpful.

## Analysis of Sample Reading Material- COS Program

These samples were provided by the instructor. An internet-based readability program was used to determine approximate grade level of the material. The following formulas were used, as they are the two most common. These samples are intended as examples of the reading and academic concepts required by this program.

1. **The Flesch Reading Ease formula** : A scale from 0 to 100.

- 0-30 can be understood by college graduates
- 60-70 can be understood by 8th and 9th grade students
- 90-100 can be understood by an average 5th grader

2. **The Flesch-Kincaid Grade Level** : Indicates the average student in that grade level can read the text. For example, a score of 60 indicates that the text is understood by an average student in 9th grade.

**Passage 1:** Milady's Standard Cosmetology Chapter 15 Page 489

Disulfide bonds are formed between two cysteine amino acids, located on neighboring polypeptide chains. A disulfide bond joins a cysteine sulfur atom on one polypeptide chain with a second cysteine sulfur atom on a neighboring polypeptide chain to form cysteine, the oxidized form of cysteine. Disulfide bonds are weaker than peptide bonds, but are much stronger than hydrogen or salt bonds. Disulfide bonds are strong chemical side bonds that are not broken by heat or water. Although there are far fewer disulfide bonds than hydrogen or salt bonds, disulfide bonds are the strongest of the three side bonds and account for about one-third of the hair's overall strength. The chemical and physical changes in disulfide bonds make permanent waving, soft curl permanents, and chemical hair relaxing possible.

**Flesch Reading Ease: 49      Flesch-Kincaid Grade Level: 12**

**Passage 2:** Milady's Standard Cosmetology Chapter 16 page 555

Demipermanent haircolor (also called deposit-only haircolor and referred to as semipermanent by some manufacturers) is similar in nature to semipermanent haircolor but is longer lasting. It is formulated to deposit but not lift (lighten) color. It has a smaller tint molecule and therefore is able to penetrate the hair shaft. This formula generally imparts vivid color results.

Demipermanent haircolors are ideal for covering unpigmented hair, refreshing faded permanent color, depositing tonal changes without lift, corrective coloring, and reverse highlighting. By their very nature, demipermanent or deposit-only haircolors darken the natural hair color when applied ( Figure 16-16), They cause little or no damage to the hair and are generally positioned as gentle and mild due to their low ammonia or no ammonia formula.

**Flesch Reading Ease: 22      Flesch-Kincaid Grade Level: 15**



**Sample English Language Arts Objectives:**

- develop a salon management project, including business cards, salon menus, theme promotion and blackboard specials
- write a script solving a situation described in a salon scenario
- write an essay describing professional image
- write a description of a window display including theme, description of decorations used, material, color, quantity, description of COS displays used (mannequin heads with hairstyles, masks, makeup, nail displays) and why you used it

**Sample Math Objectives:**

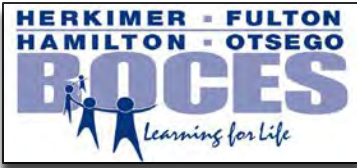
- prepare a balance sheet and income statement
- compute net salary using mandated deductions, tips, commissions, etc.
- read and complete various tax forms, including a tip report form
- compute profit margin of a salon business

**Sample Technical Objectives:**

- identify and define the physical and chemical classifications of various hair care products
- explain and list the steps to determine natural hair color, desired hair color and how to formulate the proper mixture to obtain the desired color
- explain the chemistry of waving products
- explain the steps in chemical restructuring, including: processing, neutralizing and conditioning of hair

**Sample Science Objectives:**

- identify cranial facial shape and body structures
- discuss the difference between hair disorders and diseases
- define and discuss organic and inorganic chemistry, matter states, properties and forms of matter
- follow safety and sanitation procedures with regard to bacteriology and shelf life



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## **Physical Requirements for Cosmetology Program**

**Below is a list of minimal physical abilities that a student should possess to be successful in the Cosmetology class here at Herkimer-Fulton-Hamilton-Otsego B.O.C.E.S.**

- Have the ability to control the hands and fingers at all times, including holding the hand very steady while cutting hair, or other beauty treatments
- Overall good health and stamina for use of hands and extended periods of standing.
- Be able to work with many different types of products and chemicals.
- Correct vision and hearing is valuable for a safe work environment.
- No medication(s) carrying warnings that may impair judgment and/or ability to perform tasks as previously identified.

**Please list any concerns you may have for a student completing this program.**

**These are the minimum physical requirements. There may be ways to modify some of these physical requirements in which will be determined by the instructor.**

**Kathleen Fox  
CTE Principal**

**Sally Kramas  
Assistant Principal of CTE**

**Central Valley ■ Dolgeville ■ Frankfort-Schuyler ■ Herkimer ■ Little Falls  
Mount Markham ■ Owen D. Young ■ Poland ■ Richfield Springs ■ West Canada Valley**

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