



Albany High School
Cosmetology Employability Profile
Program Year I__ II__ III__

Student Name: _____ Student ID: _____
(Last) (First)

I. TECHNICAL SKILLS

Key:

- (1) Limited skills, requires instruction and close supervision
- (2) Moderately skilled, needs limited supervision
- (3) Skilled, can work independently without supervision
- (NE) No Exposure in this area

Hours Required for NYS Licensing

Introduction to Cosmetology/Professional Requirements/Salon Business

- NYS License Requirements
- State and Federal Payroll Requirements
- NYS Sales Tax Requirements
- Career Opportunities and Placement
- Professional Ethics, Conduct and Attitude
- Professional Organizations, Trade Shows, Publications

Required: 24	Completed: _____
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Safety and Health/Infection Control

- NYS Laws, Rules and Regulations
- OSHA Regulations concerning hazardous materials communications
- Types and Classification of Infectious organisms
- Growth and Reproduction of Infectious organisms
- Immunity and Body defense Decontamination & Infection
- Control Physical & Chemical Agents

Required: 26	Completed: _____
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Anatomy and Physiology

- Cells, Tissues, and Organs
- Body Systems
- Basic Nutrition Principles
- Overview of Bones and Muscles

Required: 15	Completed: _____
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Hair Analysis/Properties of Hair & Scalp

- Structure
- Growth Patterns
- Texture
- Elasticity
- Porosit

Required: 10	Completed: _____
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Hair & Scalp Disorders & Diseases

- Alopecia
- Dandruff
- Fungal Infections

Required: 10	Completed: _____
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Chemistry as Applied to Cosmetology

- Forms & Properties of Matter
- Elements, Compounds and Mixtures
- Chemical Reactions and Solutions
- The pH Scale
- FDA Laws Governing Hair Care Products and Product Safety

Required: 5	Completed: _____
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Shampoo, Rinses, Conditioners & Treatments

- Client Preparation, Analysis and Consultation
- Hair Analysis Instruments and Equipment
- Shampoo Products, Composition and Procedures
- Rinsing Products, Composition and Procedures
- Conditioning Products, Composition and Procedures
- Procedures for Hair & Scalp Disorders
- Scalp Manipulations

Required: 30	Completed: _____
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Haircutting & Shaping

- Fundamental, Principles and Concepts of Design
- Scissor Haircutting
- Razor Haircutting
- Clipper Haircutting
- Removal /Trim Superfluous Hair
- Contemporary and Specialized Haircutting
- Mustache and Beard Shaping

Required: 175	Completed: _____
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Hairstyling

- Fingerwaving
- Patterns in Hairstyling
- Finishing Techniques
- Understand specimen processing and aliquoting
- Pincurling
- Skipwaving
- Roller Styling
- Twisting, Wrapping, Weaving, Extending, Locking and Braiding
- Thermal Services in Hairstyling

Required: 245	Completed: _____
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Chemical Restructuring

- Chemistry
- Chemical Restructuring Products
- Preliminary Procedures of Chemical Texturizing
- Client Consultation
- Chemical Restructuring Procedures
- Corrective Chemical Procedures

Required: 180	Completed: _____
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Haircoloring & Lightening

- Color Theory Chemistry
- Preliminary Procedures of Haircoloring
- Client Consultation
- Hair Coloring Procedures
- Hair Lightening
- Special Effects
- Corrective Procedures

Required: 180	Completed: _____
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Nail Care Procedures

- Nail Structure
- Nail Disorders and Diseases
- Nail Shape and Color Analysis
- Basic Manicuring and Pedicuring
- Manipulations of the Hand, Arm Leg and Foot
- Nail Tip Application
- Nail Wrap Application
- Liquid and Powder Nail Extensions

Required: 40	Completed: _____
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The Study of Skin

- Structure and Function of the Skin
- Skin Conditions and Disorders
- Facial Procedures
- Wet and Dry Exfoliations and Applications
- Use of Various Enhancing Skin Products
- Training For Advanced Techniques
- Temporary Methods of Hair Removal
- Make-Up Application

Required: 60	Completed: _____
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Other Approved Activities

A maximum of 125 hours of approved activities may be used towards the 1000 hour requirement. All activities must:

- be pre-approved and supervised by their NYS certified cosmetology teacher;
- require a graded one-two page paper describing the experience and knowledge gained from each different activity. The papers, which are kept as a part of the student portfolio, must meet ELA standards as well as program objectives;
- offer students who are in good academic standing, the opportunity to participate in a variety of activities and not be limited to one type of activity.

Max Allowed: 125	Completed: _____
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Total Required: 1000	Total Completed: _____
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(over)

II. WORKPLACE SKILLS

Key:

- (1) Unsatisfactory
- (2) Needs Improvement
- (3) Meets Expectations
- (4) Exceeds Expectations

1. _____ Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

2. _____ Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

3. _____ Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

4. _____ Communicate clearly, effectively and with reason.

Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice and organization and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

5. _____ Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment. They are aware of and utilize new technologies, understandings, procedures, materials and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and profitability of the organization.

6. _____ Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

7. _____ Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use a reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices. They use an informed process to test new ideas, information and practices in their workplace situation.

8. _____ Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem. They thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

9. _____ Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale and organizational culture.

10. _____ Plan education and career path aligned to personal goals.

Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors and other experts to assist in the planning and execution of career and personal goals.

11. _____ Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.

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

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

I hereby certify that the technical skills listed above are true and correct and that the named student has successfully completed all technical skills identified. I also hereby certify that the student has received training in the workplace skills listed above. A copy of this completed employability profile has been provided to the student.

Instructor Name

Student Name

Instructor Signature

Date

Student Signature

Date