

**CALIFORNIA  
BOARD OF BARBERING AND COSMETOLOGY**



**FEBRUARY 5-6, 2018  
1600 Hour Cosmetology Curriculum Review**

**Department of Consumer Affairs  
1747 North Market Blvd.  
HQ2 Hearing Room 186  
Sacramento, CA 95834**

7. Discussion of Health and Safety Prioritization when Performing Cosmetology Services
  - Discussion of Health and Safety Concerns or Consumer Harm noted by California Licensed Cosmetologists.
  - Discussion of Health and Safety Concerns or Consumer Harm noted by other States' Licensed Cosmetologists.
  - Discussion of Health and Safety Concerns or Consumer Harm noted by States that offer a Hairstylist license.
8. Review of Information Provided in the Board's Health and Safety Training Course.
9. Introduction and Discussion of a Staff Proposed Curriculum Model.
10. Preparation of a Recommendation to be made to the full Board for Approval.
11. Public Comment for Items not on the Agenda.

*Note: The Committee may not discuss or take any action on any item raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting (Government Code Sections 11125, 11125.7(a))*
12. Adjournment

*Action may be taken on any item on the agenda. The time and order of agenda items are subject to change at the discretion of the Task Force and may be taken out of order. In accordance with the Bagley-Keene Open Meeting Act, all meetings of the Board are open to the public.*

*\*Government Code section 11125.7 provides the opportunity for the public to address each agenda item during discussion or consideration by the Task Force prior to the Task Force taking any action on said item. Members of the public will be provided appropriate opportunities to comment on any issue before the Task Force, but the Task Force Chair may, at his or her discretion, apportion available time among those who wish to speak. Individuals may appear before the Task Force to discuss items not on the agenda; however, the Task Force can neither discuss nor take official action on these items at the time of the same meeting (Government Code sections 11125, 11125.7(a)).*

*The meeting is accessible to the physically disabled. A person who needs disability-related accommodation or modification in order to participate in the meeting may make a request by contacting: Marcene Melliza at (916) 575-7121, email: [marcene.melliza@dca.ca.gov](mailto:marcene.melliza@dca.ca.gov), or send a written request to the Board of Barbering and Cosmetology, PO Box 944226, Sacramento, CA 94244. Providing your request is a least five (5) business days before the meeting will help to ensure availability of the requested accommodations. TDD Line: (916) 322-1700.*

## Post-Election Professional Licensing Findings

Currently, licensing for hair stylists, barbers, nail technicians, and estheticians is very popular. More than nine in ten (94%) 2012 general election voters say they support requiring licenses, including 97% of Democrats, 92% of Republicans, and 92% of independent voters. Voters say that professional licenses protect the public as well as improve quality and safety. While support is very broad, the strongest support is from women, older voters, African Americans, and voters with low household income.

To the degree there is room to improve, it's important to stress the public health benefits from licensing. While voters know that becoming a hair stylist, barber, or a related profession requires attending cosmetology school and passing a test, the public does not currently see the connection to public health issues like lice and scalp disease as strongly as other requirements. Our findings suggest the most compelling message focuses on how licensing ensures proper sanitation and cleanliness. Over two in three (67%) voters said the message was very compelling, including voters of all political affiliations and ages. The best way to talk about the benefits of professional licensing is below:

### Voters believe licensing requires education; less aware about skills, public health benefits

Four in five (80%) 2012 presidential election voters say that stylist, barber, nail technician, or esthetician has to attend school in order to receive a license. Three in four (74%) voters say that learning proper techniques for handling tools and chemicals is a requirement, including 86% of African American voters. Voters were least likely to know that training in preventing the spread of disease was necessary, though almost three in five (59%) did identify it as a requirement.

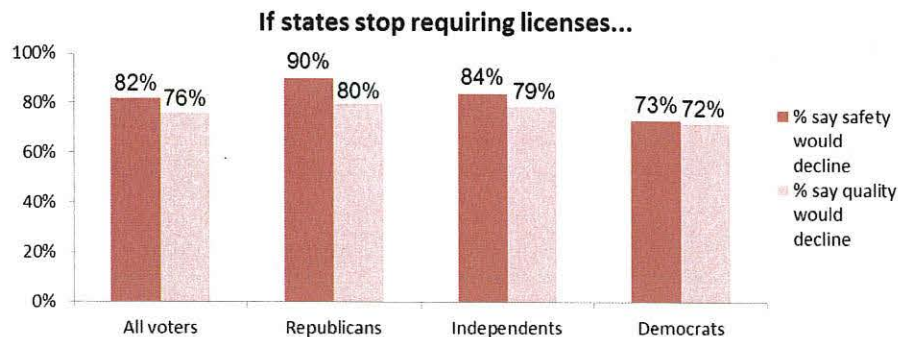
### Public thinks safety and quality would decline with law change

The vast majority of voters say quality and safety would decline if states ended licensing professions like hair stylists, barbers, nail technicians and estheticians. More than four in five (82%) say safety would decline and more than three in four (76%) voters say quality would decline without licensing.

Older voters and women are the most concerned demographic groups. Among 50+ voters, 88% say safety will go down and 91% say quality will decline. Among female voters, 87% say it will be less safe and 81% say quality will go down.

Younger voters are relatively more skeptical that ending licensing would impact safety and quality than older voters. Without licensing, six in ten (62%) voters under 35, say that quality would decline and nearly seven in ten (69%) say quality would decline.

As shown in the graph below, these concerns are held by voters of all political persuasions, with strong majorities of Republicans, independents and Democrats saying the procedures will be less safe and lower quality.



More African Americans say safety would decline (82%) than quality would decline (53%). Hispanics are the reverse, with more saying quality would decline (73%) than safety (56%). White voters are more likely to expect quality (83%) and safety (85%) to decline than either Hispanics or African Americans.

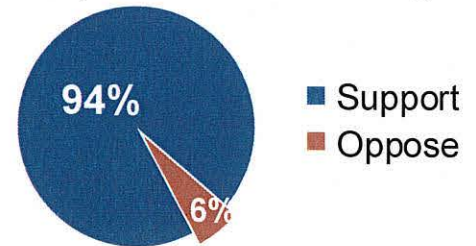
## Voters see benefit of licensing

More than nine in ten (94%) voters say they support requiring their stylist, barber, nail technician or esthetician to be licensed. This is a bi-partisan policy with 97% of Democrats, 92% of Republicans, and 92% of independents supporting licensing.

While support for licensing is widespread, there are differences in intensity. Nearly three in four (73%) older voters strongly support licensing, compared to just three in five (60%) voters under 35. Voters with household income under \$30,000 per year (72% strongly support) are also stronger supporters of licensing than voters with household incomes over \$75,000 (64% strongly support).

The strongest support is from African Americans (79% strongly support), women (76% strongly support) and Democrats (74% strongly support).

### Widespread support for professional licensing



## Public sees benefit to professional licensing

Nearly eight in nine (88%) voters say that requiring a license protects the public either "a lot" or "some". A majority of voters (54%) believe that state licensing helps protect the public a lot.



## Best messages focus on front-line prevention of diseases and safety

The best pro-licensing message focuses on how professional licensing ensures cleanliness and sanitation and enables professionals to identify scalp diseases, head lice, and other public health concerns. Over two in three (67%) voters said the message was very compelling.

Of the three pro-licensing messages PSB tested, the cleanliness message was the most effective among women and men, though it was more effective with women (77% very compelling) than men (54% very compelling). It was equally effective with voters of all political affiliations and ages. The full message is below:

*Professional licensing and inspections help ensure proper cleanliness and sanitation practices in hair salons and spas. In addition, most states require training in properly identifying scale diseases, head lice, and other ailments.*

### Methodology

The results are taken from the 2012 Penn Schoen Berland (PSB) National Post-Election Study. The study was conducted online from November 9-10, 2012 among n=1,202 Americans who voted in the 2012 presidential election. The margin of error for the study is +/- 2.83% at the 95% confidence level and larger for subgroups. Certain questions were split sampled to reduce respondent fatigue.

# **The Value of Cosmetology Licensing to the Health, Safety, and Economy of America**

Nam D. Pham, Ph.D.  
Anil Sarda

**December 2014**

## Licensed Beauty Professionals: A Part of America's Daily Life

The objective of this report is to detail the health, safety and economic contributions of the professional beauty industry and the critical role professional beauty licensing plays in protecting those contributions. In addition, this report will document the overwhelming public support for the industry and the licensing of its professionals.

This report reinforces and supports the following:

- Consumers expect and have a right to standards and rules.
- Consumers expect and have a right to safe, sanitary and infection free services and establishments.
- Professional beauty licensing fosters income and tax reporting accountability.
- Professional beauty licensing leads to higher employment rates, facilitates market entry, and acts as a stepping stone to higher education, higher earnings and longer more sustainable careers.
- Professional beauty licensing enhances insurability and helps protect individuals and small business owners against personal liability.
- The American public overwhelmingly supports professional beauty licensing.
- Nationwide harmonization of licensing requirements, and a more efficient consistent process for licensing and reciprocity across the states is required.

### Key Findings of the Report

*Professional Beauty licensing is critical to the industry, beauty professionals, and every American.*

All cosmetologists, barbers, manicurists, skincare specialists and makeup artists in America are trained and licensed beauty professionals from accredited cosmetology schools. Professional beauty programs offer courses to teach individuals skill sets to enhance clients' appearances -- hair, nails, skin, and makeup – and maintain a safe salon environment. One of the most valuable features of all professional beauty programs, from a comprehensive cosmetology program to a shorter nail technology program, is safety and sanitation training to minimize the transfer of infectious diseases and risk of accidents for clients. Upon completing their training, students who pass their exams are awarded certificates and licenses to work in hair salons, barber shops, nail salons, spas and other personal care service facilities. Currently, professional beauty licenses are set and administered by state offices and the requirements vary from state to state and specialty to specialty.

*Economic contributions of the professional beauty industry are far-reaching and significant*

More than 1.2 million beauty professionals provide essential services to almost every American during economic upturns as well as downturns.

- Beauty professional jobs are expected to grow 13% for cosmetologists, 16% for manicurists and 40% for skincare over the next 10 years. This is well above the 11% national average for all industries, discrediting the claim that licensing acts as a barrier to job growth. Skincare specialists are predicted to be among the top 20 fastest growing occupations over the next 10 years.
- The industry directly employs 1,229,000 professionals, including hairdressers, hairstylists, cosmetologists, barbers, manicurists, pedicurists, skincare specialists, shampooers, and makeup artists. About half of these practitioners are self-employed and nearly two-thirds of the remaining work in small establishments.
- The beauty industry generates nearly \$46 billion in sales and pays over \$19 billion in wages to beauty professionals.
- The industry also provides jobs to minorities who make up a disproportionate percentage of the unemployed. Nearly 85% of beauty professionals and 95% of cosmetologists are women compared to 47% of all U.S. industries. Nearly 57% of manicurists, pedicurists and skincare specialists are Asian, while 65% of barbers are African American and Hispanic.
- The industry supports 2,020,107 direct and indirect jobs, generating more than \$85.8 billion in sales, paying nearly \$31.6 billion in wages and contributing nearly \$3.8 billion in income taxes to federal and local governments in 2012-13.

#### Training, Testing and Licensing enhance accountability

Among the various disciplines within the beauty industry, cosmetologists and barbers usually undertake the most comprehensive programs that cover multiple teachings and skills from safety, sanitation, and technical skills to customer and business management skills. Full-time programs in cosmetology and barbering range from 9 to 24 months and can lead to associate's degrees in cosmetology

- Professional cosmetology schools also offer shorter, more affordable programs such as nail treatment, skincare and hair styling designed to teach specific skills to work in the beauty industry.
- Upon completion of study, beauty professionals take exams to demonstrate their knowledge, skills, and capabilities required to perform their jobs. After passing required exams they are awarded with certificates and licenses to work at hair salons, barber shops, nail salons, spas, nursing facilities and performance art centers.
- Registered professionals are proven to be accountable for the benefit of the consumer.

#### In order to practice legally, professionals obtain licenses administered and controlled by state cosmetology, barbering or similar boards, or state licensing agencies.

- The requirements for beauty licenses differ from state to state. The school hourly requirements range between 1,000 and 2,300 hours for cosmetologists, 250 and 1,500 hours for skincare specialists and 100 and 600 hours for manicurists. The industry is moving toward the harmonization of licensing requirements and licensing processes.
- In addition to licensing and regulating, the State Boards of Barbering and Cosmetology establish health safety standards for the operation of beauty salons and trade schools to protect professionals as well as customers. The Board also reviews complaints and takes actions against individuals and businesses that do not adhere to the minimum industry standards and violate the law.

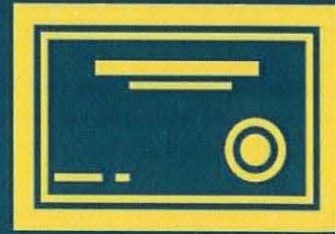
*Public Opinion polls indicate overwhelming support for professional beauty licensing*

Public opinion overwhelmingly supports professional beauty licensing to maintain the best practices for safety and quality standards. The benefits of beauty licensing are significant. Licensing of beauty professionals improves the quality of workers in the beauty industry and ultimately protects consumers from unqualified individuals. In fact, a national post-election study in 2012 shows that 82% of respondents think safety and quality would decline significantly if states ended licensing professions like hairstylists, barbers, nail technicians and skin care specialists. The results are consistent across age groups, income groups and political affiliations.

Professional beauty licensing is an essential component to the health of America's economy and to the health of its citizens. Beauty professionals touch nearly all Americans across every demographic in large and small communities. These professionals acquire their special skills to provide safe, high quality services to their clients through extensive training, certification and licensing.



# THE VALUE OF COSMETOLOGY LICENSING



A report measuring the importance of cosmetology licensing in the Professional Beauty industry and its economic contributions

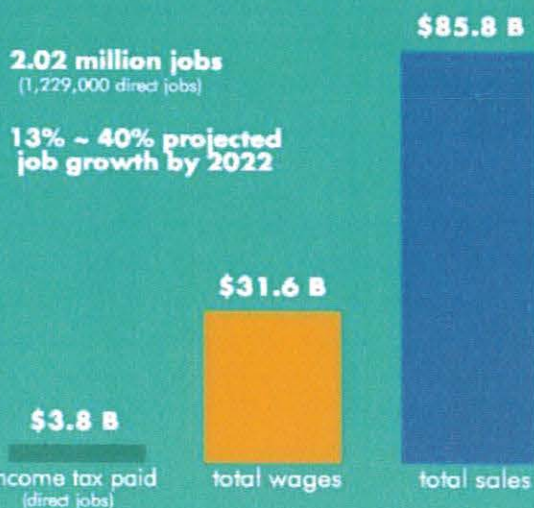


**Licensed Professionals**  
are accountable for safety and sanitation



of poll respondents across age and income groups support the licensing of beauty professionals

**ECONOMIC CONTRIBUTIONS OF BEAUTY PROFESSIONALS**



# The Value of Cosmetology Licensing to the Health, Safety, and Economy of America

Nam D. Pham, Ph.D. and Anil Sarda<sup>1</sup>

*[More than 1.2 million beauty professionals make up one of America's most diverse industries](#)*

The professional beauty industry in 2013 employed more than 1.2 million licensed professionals, including hairstylists, hairdressers, cosmetologists, barbers, manicurists, pedicurists, skincare specialists, assistants and makeup artists. About 64% of workers are cosmetologists, including hairdressers and hairstylists. Manicurists and pedicurists account for 14.9% of the total employed. Skincare specialists, shampooers and makeup artists account for 7%, 3.3% and 0.5% of total employment, respectively (Table 1).

**Table 1. Employment by Professional Beauty Occupation, 2013<sup>2</sup>**

|                           | Employment       | Share of Total Employment |
|---------------------------|------------------|---------------------------|
| <b>TOTAL</b>              | <b>1,229,000</b> | <b>100.0%</b>             |
| Cosmetologists            | 786,000          | 64.0%                     |
| Manicurists & pedicurists | 182,987          | 14.9%                     |
| Barbers                   | 127,000          | 10.3%                     |
| Skincare specialists      | 86,535           | 7.0%                      |
| Shampooers                | 40,210           | 3.3%                      |
| Makeup artists            | 6,269            | 0.5%                      |

*[The industry is dominated by small- and diversity-owned businesses](#)*

The beauty industry provides opportunity to those who often need it most —those who struggle for business and jobs – especially in time of economic downturn. About half of beauty professionals are self-employed, while small establishments employ most of the remaining. The professional beauty industry is dominated by female workers, accounting for 84.5% of total employment compared to 47.0% in all industries in the United States. In 2013, female workers accounted for 94.8% of all cosmetologists and 85.1% of all manicurists, pedicurists, skincare specialists, shampooers, and makeup artists (Table 2).

The professional beauty industry is diverse, of those employed, 18.3% Asians, 14.4% Hispanics, and 13.3% African Americans. About 56.7% of manicurists, pedicurists, skincare specialists, shampooers and makeup artists are Asian, while 34.5% and 30.0% of barbers are American African and Hispanic, respectively (Table 2).

<sup>1</sup> We would like to thank the Beauty Industry Working Group for their financial support to conduct this study. The opinions and views expressed here are solely those of the authors.

<sup>2</sup> U.S. Bureau of Labor Statistics and author's estimates.

**Table 2. Demographic of Professional Beauty Workers, 2013<sup>3</sup>**

|                                     | Employment         | Women        | African American | Asian        | Hispanic     |
|-------------------------------------|--------------------|--------------|------------------|--------------|--------------|
| <b>All Industries (U.S.)</b>        | <b>143,929,000</b> | <b>47.0%</b> | <b>11.2%</b>     | <b>5.7%</b>  | <b>15.6%</b> |
| <b>Professional Beauty Industry</b> | <b>1,229,000</b>   | <b>84.5%</b> | <b>13.3%</b>     | <b>18.3%</b> | <b>14.4%</b> |
| Cosmetologists                      | 786,000            | 94.8%        | 12.8%            | 5.2%         | 14.6%        |
| Barbers                             | 127,000            | 19.2%        | 34.5%            | 3.4%         | 30.0%        |
| Others                              | 316,000            | 85.1%        | 6.1%             | 56.7%        | 7.8%         |

1/ "Others" include manicurists, pedicurists, skincare specialists, shampooers and makeup artists.

The professional beauty industry has 97,207 establishments with one or more paid employees, often referred to as an employer establishment. The beauty industry is made up of three major segments: beauty salons (78.2%), nail salons (17.9%) and barber shops (3.9%). On average, each employer establishment has five workers, with more workers in beauty salons and fewer in nail salons and barber shops. These establishments generated more than \$22.9 billion in gross, direct sales, averaging \$235,940 in sales per establishment and \$45,735 in sales per employee. Total wages paid to employees, excluding typical tips of between 15% and 20%, were over \$9.7 billion in 2012, accounting for approximately 42.5% of revenues and averaging \$19,432 per worker (Table 3).

**Table 3. Number of Establishments and Revenues of Professional Beauty, 2012<sup>4</sup>**

|                   | Beauty Salon     | Nail Salon      | Barber Shop   | Professional Beauty Industry |
|-------------------|------------------|-----------------|---------------|------------------------------|
| Establishments    | 76,016           | 17,394          | 3,797         | 97,207                       |
| % of industry     | 78.2%            | 17.9%           | 3.9%          | 100.0%                       |
| Employees         | 433,912          | 54,190          | 13,371        | 501,473                      |
| per establishment | 5.7              | 3.1             | 3.5           | 5.2                          |
| Gross Sales       | \$19,518,000,000 | \$2,726,000,000 | \$691,000,000 | \$22,935,000,000             |
| per establishment | \$256,762        | \$156,721       | \$181,986     | \$235,940                    |
| per employment    | \$44,981         | \$50,304        | \$51,679      | \$45,735                     |
| Wages             | \$8,613,304,000  | \$864,424,000   | \$267,005,000 | \$9,744,733,000              |
| per employment    | \$19,850         | \$15,952        | \$19,969      | \$19,432                     |

Nearly two-thirds of employer establishments are small with less than five workers. In addition to employer establishments, the U.S. Census reported more than 1 million establishments in the professional beauty industry do not have paid employees (commonly referred as a non-employer establishment). Overall, the professional beauty industry had 1,142,495 employer and non-employer establishments in 2012 (Table 4). The U.S. Census also reported employer and non-employer establishments generated over \$45.9 billion in direct sales in 2012. Using similar wage-revenue ratios in the employer establishments of the professional beauty industry, we estimate total wages paid to both employer and non-employer establishments were nearly \$19.1 billion in 2012.

<sup>3</sup> U.S. Bureau of Labor Statistics and author's estimates.

<sup>4</sup> U.S. Census Bureau.

**Table 4. Number of Establishments by Employment Size, 2012<sup>5</sup>**

|                             | Beauty Salon   | Nail Salon     | Barber Shop    | Professional Beauty Industry |
|-----------------------------|----------------|----------------|----------------|------------------------------|
| <b>Total Establishments</b> | <b>789,064</b> | <b>215,956</b> | <b>137,475</b> | <b>1,142,495</b>             |
| Non-employer Establishments | 713,048        | 198,562        | 133,678        | 1,045,288                    |
| Establishments (Employer)   | 76,016         | 17,394         | 3,797          | 97,207                       |
| 1-4 employees               | 45,519         | 13,780         | 3,063          | 62,362                       |
| 5-9 employees               | 18,066         | 2,792          | 451            | 21,309                       |
| 10-19 employees             | 9,223          | 701            | 208            | 10,132                       |
| >19 employees               | 3,208          | 121            | 75             | 3,404                        |

*The beauty industry supports more than \$85.8 billion in sales and nearly \$31.6 billion in wages*

Direct employment, wages and sales measure the number of beauty professionals, their wages (excluding tips, averaging between 15% and 20%) and sales of beauty establishments. Indirect and induced effects are changes in employment, wages and sales in other industries along the supply chain resulting from the direct activity. We applied the Bureau of Economic Analysis' multipliers to estimate the indirect and induced economic impacts of professional beauty industry to the U.S. economy. As a result, we estimate that in 2013, the professional beauty industry supported 2,020,107 direct and indirect jobs, produced more than \$85.8 billion in economic activity and paid nearly \$31.6 billion in wages (Table 5).

**Table 5. Direct and Indirect Effects of Professional Beauty Industry, 2012-13<sup>6</sup>**

|                                       | Employment      | Wages<br>(\$ millions) | Sales/Revenues<br>(\$ millions) |
|---------------------------------------|-----------------|------------------------|---------------------------------|
| Direct (employer and non-employer)    | 1,229,000       | \$19,056.8             | \$45,978.7                      |
| Multipliers (range)                   | 1.2182 ~ 1.8960 | 1.1925 ~ 1.9075        | 1.3438 ~ 2.1887                 |
| Average                               | 1.6437          | 1.6566                 | 1.8661                          |
| Direct, Indirect, and Induced Effects | 2,020,107       | \$31,569.5             | \$85,800.9                      |

Based on a 15% federal income tax rate and individual state income tax rates in 2013, we estimate total income tax payments by professionals in the beauty industry to federal and local governments were nearly \$3.8 billion in 2012-13. Since the direct wages above (\$19,056.8 million) reported by the U.S. statistics do not include tips, we have added an additional 15% of tips to wages to estimate total taxable incomes (\$21,915.3 million).

<sup>5</sup> U.S. Census Bureau.

<sup>6</sup> U.S. Bureau of Economic Analysis, U.S. Bureau of Labor Statistics, and author's estimates.

## Qualifications of beauty professionals vary from state to state and specialty to specialty

The main service of beauty professionals is to enhance the appearance and well-being of their clients. No other profession, other than medical, requires the degree of skin-to-skin contact as does the beauty industry. Their work heavily involves chemical products, sharp tools and potentially dangerous machines, while focusing on clients' skin, eyes, face, scalp and other human anatomy. In addition to strong physical requirements, beauty professionals need to acquire skills and keep up with new technology and techniques from cosmetology schools. A high school diploma or equivalent is typically required to enter cosmetology schools. Some programs are available in postsecondary vocational schools and other full-time programs lead to an associate's degree in cosmetology.

Although maintaining different focuses, all beauty programs provide comprehensive training on safety, sanitation and infection control. Students learn the arts of hair treatment (shampooing, cutting, coloring, styling and repairing), nail care (polishing, filing, cleaning and disinfecting), makeup and skincare (cleaning, disinfecting, treating and evaluating). In addition to technical skills, cosmetology schools also offer training in sales, marketing, business management and customer skills for those who want to open their own business. These business skills have proven to be helpful for not just employee-based salons, but for the more than 1 million professionals who are self-employed in the beauty industry across the country as well.

Of the various occupations within the beauty industry, cosmetologists and barbers usually undertake the most comprehensive programs that cover multiple aspects from safety, sanitation, anatomy and technical skills to customer skills and business management. Full-time programs in cosmetology and barbering range from 9 to 24 months and often lead to higher degrees. Most professional cosmetology schools also offer shorter, more affordable programs for people to learn specific skills within the beauty industry. For example, nail technology training programs focus solely on safety and sanitation, polishing, filing, cleaning and disinfecting nails. Similarly, hair design programs emphasize safety, sanitation, hair cutting, coloring and styling. Table 6 summarizes typical programs and specializations offered in cosmetology schools.

**Table 6. Essential Skills and Basic Training by School<sup>7</sup>**

|                  | Safety,<br>Sanitation,<br>Anatomy | Hair | Nails | Makeup | Skincare | Business<br>Mgt | Customer<br>Skills |
|------------------|-----------------------------------|------|-------|--------|----------|-----------------|--------------------|
| Cosmetology      | X                                 | X    | X     | X      | X        | X               | X                  |
| Barbering        | X                                 | X    |       |        | X        | X               | X                  |
| Hair design      | X                                 | X    |       |        |          |                 | X                  |
| Esthetics        | X                                 |      |       |        | X        |                 | X                  |
| Makeup artistry  | X                                 |      |       | X      | X        |                 | X                  |
| Nail             | X                                 |      | X     |        |          |                 |                    |
| Electrolysis     | X                                 | X    |       |        | X        |                 |                    |
| Salon & spa mgt. | X                                 |      |       |        |          | X               | X                  |

<sup>7</sup> Beauty Schools Directory.

Like other professional courses of study, professional beauty students take standardized exams at the end of their courses to demonstrate their knowledge, skills and abilities to perform the occupations at the workplace. After passing required exams and fulfilling state board requirements, they are awarded with certificates and licenses to work at hair salons, barber shops, nail salons, spas, nursing facilities and performance art centers. In order to work and charge clients, beauty professionals are required to obtain work licenses.

*Industry seeks to minimize red tape, harmonize requirements, and enhance reciprocity*

Licensing legislation for cosmetology has existed in the United States since the turn of the century. Today all 50 states and the District of Columbia require the licensing of cosmetologists. Currently, individual states administer and set the requirements for professional beauty licensing. Depending on the scope and depth of the curriculum, training requirements and fees vary substantially among states. For example, the minimum requirement of training hours for cosmetology licenses range from 1,000 hours (lowest) in Massachusetts and New York, to 2,300 hours (highest) in Oregon. While most states require licenses to be renewed between one and two years, Indiana and New York allow four years and Minnesota and North Carolina allow three years. Among 13 states that require continuing education to renew licenses, North Carolina is the highest, requiring 24 hours and West Virginia, the lowest, requires only 4 hours. Reciprocity and endorsement also differ among states; some states require a simple application while others require an application as well as oral and written exams (Table 7 and Appendix A4).

This variation is the subject of much discussion with the professional beauty industry, which is advocating for the nationwide harmonization of licensing requirements and a more efficient and consistent process for licensing and reciprocity across the states. Several states have recently streamlined the requirements and process of licensing. For example, Iowa in 2006 combined manicurist/pedicurist licenses and nail technician license to streamline the process.<sup>8</sup> Michigan in 2014 reduced the required number of training hours for barbers from 2,000 hours to 1,800 hours.<sup>9</sup>

**Table 7. Professional Beauty Licensure Requirements (as of October 2014)<sup>10</sup>**

|                         | Cosmetology       | Esthetics       | Nails         |
|-------------------------|-------------------|-----------------|---------------|
| Training                | 1,000 ~ 2,300 hrs | 250 ~ 1,500 hrs | 100 ~ 600 hrs |
| License Renewal         |                   | 1 ~ 4 years     |               |
| Continuing Education    |                   | 0 ~ 24 hours    |               |
| Reciprocity/Endorsement |                   | Varies          |               |

*Skillsets and professional licensing lead to higher wages and higher employment rates*

Certified beauty professionals, who are trained by accredited institutions and obtain state licenses, are expected to find jobs in reputable workplaces and to be rewarded with higher paying wages. Estimates indicate that more than 35% of employees in the U.S. are either licensed or certified, rising from 5% in the 1950s and around 20% in 2000. Empirical studies found that licensing rises with education: more than 44%

<sup>8</sup> Iowa Code Title IV, Chapter 157.5A. <https://www.legis.iowa.gov/law/iowaCode/sections?codeChapter=157&year=2014>

<sup>9</sup> Michigan House Bill 5396.

<sup>10</sup> Beauty Schools Directory.

of those with post-college education are required to have a license compared to only 15% of those with less than a high school education. In terms of earnings, cross-sectional studies show that wages of occupational licensing in the U.S. are between 10% and 15% higher than their counterparts of non-licensed occupations.<sup>11</sup>

About 90% of beauty professionals found jobs in the personal care service industry and the other 10% of professionals work in health stores, nursing facilities, traveler accommodations, motion picture and broadcasting industries, amusement industries, and hospitals. According to recent statistics, the range of wages for beauty professionals (lowest and highest 10<sup>th</sup> percentile) are between \$17,010 and \$44,220 for cosmetologists, \$17,370 and \$44,190 for barbers, \$16,700 and \$30,330 for manicurists and pedicurists, \$16,160 and \$23,640 for shampooers, \$17,480 and \$56,930 for skincare specialists and between \$19,560 and \$121,910 for makeup artists (Table 8).

As with other professions, the time and effort spent in cosmetology school is positively correlated with salaries and employment. Evidence shows that educational attainment is positively correlated with earnings and negatively correlated with unemployment rates.<sup>12</sup> Licensing encourages growth. The U.S. Bureau of Labor Statistics projects the professional beauty industry will grow 13% for cosmetologists and 40% for skincare specialists during 2012-22, compared to 11% of the national average of all industries. Among 580 occupations, the skincare specialist occupation is among the top 20 fastest growing occupations in the United States during the period between 2012 and 2022 (Table 8).

**Table 8. Wages and Employment Growth of the Professional Beauty Industry<sup>13</sup>**

|                             | 2013 Wages<br>(lowest~highest<br>10th percentile) | Industries with Highest Levels of<br>Employment  | Job Growth<br>(2012-22) |
|-----------------------------|---|--|-------------------------|
| Cosmetologists              | \$17,010~\$44,220                                 | Personal care svcs, health stores, nursing facilities, traveler accommodation, motion picture industries | 13%                     |
| Barbers                     | \$17,370~\$44,190                                 | Personal care svcs, employment svcs, psychiatric and substance abuse hospitals                           | 13%                     |
| Manicurists and pedicurists | \$16,700~\$30,330                                 | Personal care svcs, traveler accommodation, amusement industries, health stores                          | 16%                     |
| Shampooers                  | \$16,160~\$23,640                                 | Personal care svcs   | --                      |
| Skincare specialists        | \$17,480~\$56,930                                 | Personal care svcs, amusement industries, health offices, health stores                                  | 40%                     |
| Makeup artists              | \$19,560~\$121,910                                | Motion picture industries, personal care svcs, performing arts companies, broadcasting                   | --                      |

<sup>11</sup> Kleiner Morris M. and Alan B. Krueger. 2013. "Analyzing the Extent and Influence of Occupational Licensing on the Labor Market." *Journal of Labor Economics*, Vol. 31, No. 2.

<sup>12</sup> Earnings and Unemployment Rates by Educational Attainment, U.S. Bureau of Labor Statistics.

<sup>13</sup> Occupational Outlook Handbook, U.S. Bureau of Labor Statistics.

*Licensed professionals in the beauty industry are accountable for safety, sanitation and infection control*

As shown above, cosmetology schools provide essential skills for safety, sanitation and infection control for all students, regardless whether they are enrolled in a comprehensive cosmetology program or in a shorter nail technology program. Safety and sanitation are proven to be crucial elements in preventing transmitted diseases for both customers and employees at professional beauty establishments. Bacterial infections, blood borne pathogens, hepatitis B and C, nail and toe fungus and boils and rashes are common diseases that can be transmitted at beauty salons.

Reported bacterial outbreaks linked to improperly cleaned and disinfected spas have raised concerns about spa safety and sanitation. Several major mycobacterial skin infection outbreaks in California in 2000 and 2004 infected hundreds of nail salon clients.<sup>14</sup> According to a study in the New England Journal of Medicine, mycobacterial infections associated with nail salons are currently under-recognized and may increase in prevalence. Since mycobacteria are found in soil and water, microorganisms in foot spas can enter through the skin, finding passage into the body.<sup>15</sup>

Blood-borne viruses, such as hepatitis B and C and HIV, are serious global health problems. Patients infected by these viruses may not be aware they are carriers of the disease and could transmit them to others accidentally. Peer-reviewed medical research studies have found strong evidence that razors, barber's scissors, nail files and body piercing instruments are risk factors for transmission of hepatitis B and C, HIV and other blood borne pathogens. Without training and knowledge, professionals in the beauty industry may accidentally transmit diseases from an infected client to others.<sup>16</sup>

Fungal nail infections are common infections of the fingernails and toenails that can cause the nails to become discolored, thick, and more likely to crack and break. The infections can be transmitted by instruments such as nail clippers and scissors at beauty salons. Fungal nail infections are difficult and may take several months to a year to cure with proper antifungal treatment.

Public health officials have called for raising awareness among beauty industry professionals and focusing on regulations to prevent transmissions of diseases. The Centers for Disease Control and Prevention (CDC) advises people to choose salons that are clean and licensed by the state's cosmetology board. Proper cleaning and disinfection greatly reduce the risk of infection and salons should use EPA-registered hospital disinfectant products. Professional Beauty establishments need to follow the instructions on products to disinfect instruments in between serving customers and nightly. The CDC also provides guidance for customers to better understand how to ask how the salon how they clean and disinfect foot spas and tools and how often.

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<sup>14</sup> Board of Cosmetology, State of Oregon. [http://www.oregon.gov/ohla/cos/pages/features/bacterial\\_skin\\_infections.aspx](http://www.oregon.gov/ohla/cos/pages/features/bacterial_skin_infections.aspx)

<sup>15</sup> Winthrop Kevin L, Marcy Abrams, Mitchell Yakrus, Ira Schwartz, Janet Ely, Duncan Gillies, and Duc J. Vugia. 2002. "An Outbreak of Mycobacterial Furunculosis Associated with Footbaths at a Nail Salon." The New England Journal of Medicine.

<sup>16</sup> Ataei, B, K Shirani, SM Alavian, and M Ataie. 2013. "Evaluation of Knowledge and Practice of Hairdressers in Women's Beauty Salons in Isfahan about Hepatitis B, Hepatitis C, and AIDS in 2010 and 2011." Hepatitis Monthly, International Monthly Journal in the Field of Hepatology; Jokhio AH, TA Bhatti, and S Memon. 2010. "Knowledge, Attitudes and Practices of Barbers about Hepatitis B and C Transmission in Hyderabad, Pakistan." The Eastern Mediterranean Health Journal; Al-Rabeei NA, AA Al-Thaifani, and AM Dallak. 2012. "Knowledge, Attitudes and Practices of Barbers Regarding Hepatitis B and C Viral Infection in Sana's City, Yemen." Journal of Community Health.



Licensed professionals are trained to properly handle electrical equipment, professional grade chemical products and hazardous substances at the workplace to protect themselves and customers. In addition, proper equipment operation at beauty salons reduces the risk of chemical exposures as well as accidents at the work place.<sup>17</sup> Licensed professionals and beauty salons have protocols to handle, use, and dispose of hazardous chemical products, waste, and equipment.

### State boards play a valuable role

Individual state boards were created to provide safe operating standards for the beauty industry, to monitor the industry and to enforce rules that protect consumers and professionals. The state board of barbering and cosmetology establishes licensing requirements, operational rules and health safety standards for beauty salons and trade schools to protect customers as well as professionals. Currently, state boards set training requirements for its own state, varying substantially across states.

State Boards also provide a platform for customers to file complaints about beauty salons and professionals in the beauty industry. As with any occupation, accidents and negligible work performance sometimes occur. When they do, state boards are there to help. Complaints are filed with individual state boards every year on the work performed by estheticians, barbers, cosmetologists, nail technicians, establishments, and even cosmetology schools. Statistics regarding complaints are available for several states. For example, the California Board of Barbering and Cosmetology provides detailed statistics on complaints in its state. During the fiscal years between 2006 and 2012, the California Board received 21,402 complaints and referred 1,095 cases for further investigation. Among 998 violations issued by the California Board, 286 cases (28.7% of total issues) were related to health and safety, another 283 cases were related to unlicensed activity, and 216 cases were related to incompetence/negligence.<sup>18</sup>

During the 5 fiscal years between 2008 and 2012, the Colorado State Board of Barbers and Cosmetologists received 3,713 complaints filed with the Director.<sup>19</sup> Similarly, Maine reported 459 complaints filed in 2012, 432 in North Carolina, and 396 in Michigan.<sup>20</sup> The accidents range from minor issues, such as not meeting clients' expectations to more serious issues, such as skin burning and infections.

After reviewing complaints, the state board investigates these cases and may take actions against individuals and businesses that do not adhere to the minimum standards and violate the law. Disciplinary decisions of the board include revocation, surrender of license, suspension, probation and public reprimand. The board also issues citations and collects fines.

### Public Opinion overwhelmingly supports licensing

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<sup>17</sup> Tsigonia, Alexandra, Argyro Lagoudi, Stavroula Chandrinou, Athena Linos, Nikos Evlogias, and Evangelos Alexopoulos. 2010. "Indoor Air in Beauty Salons and Occupational Health Exposure of Cosmetologists to Chemical Substances." International Journal of Environmental Research and Public Health.

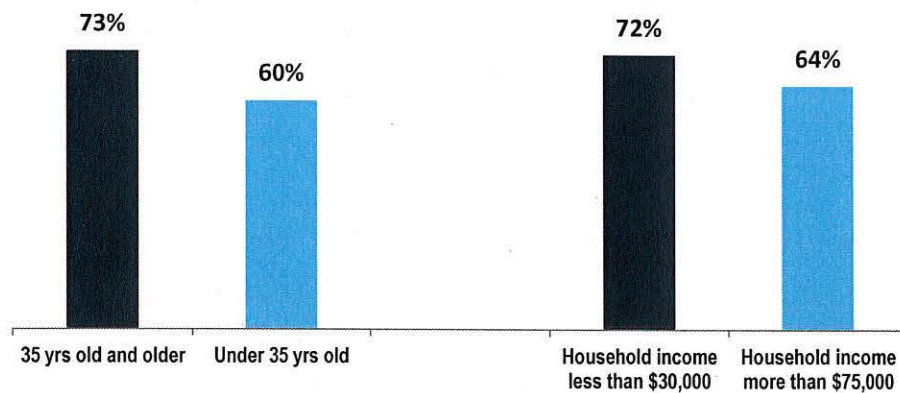
<sup>18</sup> Board of Barbering and Cosmetology. "Enforcement Statistical Overview." Department of Consumer Affairs, State of California.

<sup>19</sup> Department of Regulatory Agencies. "2014 Sunset Review: Barber and Cosmetologist Act and Barber and Cosmetology Advisory Committee." Office of Policy, Research, and Regulatory Reform, State of Colorado.

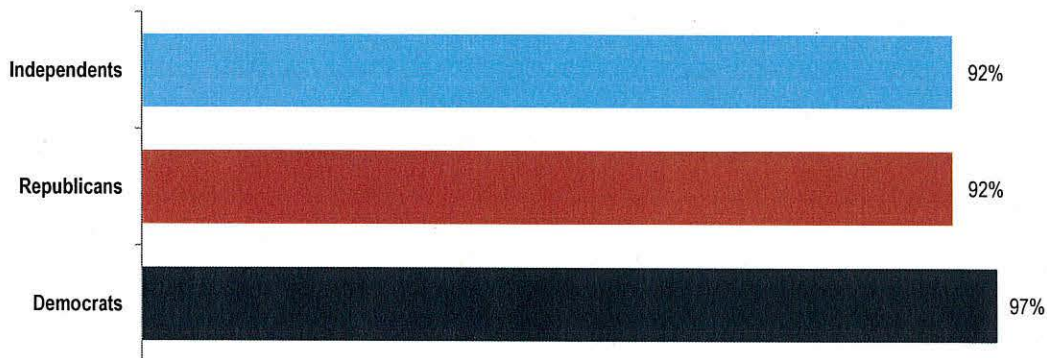
<sup>20</sup> Data compiled by Professional Beauty Association.

The benefits of beauty licensing are overwhelming. Professional licensing in the beauty industry ensures the quality and safety of workers and ultimately protects consumers from unqualified, unsafe workers. In fact, a national post-election study in 2012 shows that 82% of respondents think safety and quality would decline if states ended licensing for professionals like hairstylists, barbers, nail technicians and estheticians. The results are consistent across age groups, income groups, and political affiliations (Figure 1).

**Figure 1. Public Opinions Supporting Professional Beauty Licensing<sup>21</sup>**  
**Panel A. By Age and Income Groups**



**Panel B. By Political Affiliations**



<sup>21</sup> 2012 Penn Schoen Berland (PSB) National Post-Election Study. The study was conducted online from November 9-10, 2012 among n=1,202 Americans who voted in the 2012 presidential election.

## Conclusion

The professional beauty industry is a critical element in America's economic landscape and professional beauty licensing is an essential component to the overall health of American consumers and beauty professionals. Ultimately, licensing of beauty professionals supports an industry of over 2.2 million workers who earn \$31.6 billion in wages and contribute \$85.8 billion in goods and services to the U.S. economy. The beauty industry is dominated by small businesses, self-employed individuals and exemplifies gender and ethnic diversity. The beauty industry touches almost every American in large and small communities. These trained professionals attend accredited institutions to acquire special skill sets, including hair, nail, skin treatments, business management, sanitation, hygiene, human anatomy, and infection control to provide safe and high quality services for their clients. As with other professional education programs, participants have to pass standardized course exams to demonstrate their knowledge and ability to perform their skills in the marketplace. With a higher level of training, beauty professionals are able to earn higher wages. Licensing safe and well trained beauty service providers protect customers from unqualified beauty workers. To ensure consistency from state-to-state, industry professionals are pushing to harmonize the requirements and processes to obtain professional beauty licenses to strengthen safety, remove barriers and ensure economic performance of the industry.

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Appendix.

Table A1. Professional Beauty Employment by State (Employers only), 2012<sup>22</sup>

| State                | Employment | State          | Employment |
|----------------------|------------|----------------|------------|
| Alabama              | 4,550      | Montana        | 860        |
| Alaska               | 440        | Nebraska       | 3,310      |
| Arizona              | 7,760      | Nevada         | 3,650      |
| Arkansas             | 1,750      | New Hampshire  | 3,030      |
| California           | 49,060     | New Jersey     | 25,270     |
| Colorado             | 8,210      | New Mexico     | 1,320      |
| Connecticut          | 8,350      | New York       | 44,190     |
| Delaware             | 1,870      | North Carolina | 8,910      |
| District of Columbia | 1,380      | North Dakota   | 1,440      |
| Florida              | 29,200     | Ohio           | 22,350     |
| Georgia              | 10,830     | Oklahoma       | 3,060      |
| Hawaii               | 1,600      | Oregon         | 4,660      |
| Idaho                | 1,530      | Pennsylvania   | 29,880     |
| Illinois             | 22,280     | Rhode Island   | 1,520      |
| Indiana              | 8,380      | South Carolina | 3,800      |
| Iowa                 | 4,410      | South Dakota   | 940        |
| Kansas               | 3,610      | Tennessee      | 6,640      |
| Kentucky             | 4,370      | Texas          | 28,700     |
| Louisiana            | 4,460      | Utah           | 3,000      |
| Maine                | 1,230      | Vermont        | 760        |
| Maryland             | 13,120     | Virginia       | 15,520     |
| Massachusetts        | 15,240     | Washington     | 13,190     |
| Michigan             | 14,100     | West Virginia  | 1,440      |
| Minnesota            | 11,880     | Wisconsin      | 11,710     |
| Mississippi          | 2,190      | Wyoming        | 550        |
| Missouri             | 7,830      | United States  | 490,050    |

<sup>22</sup> U.S. Bureau of Labor Statistics. Occupational Employment Statistics. May 2013.

Table A2. Professional Beauty Employment (Employers only) per 10,000, by State, 2012<sup>23</sup>

| State                | Professional Beauty<br>per 10,000 | State          | Professional Beauty<br>per 10,000 |
|----------------------|-----------------------------------|----------------|-----------------------------------|
| Alabama              | 9                                 | Montana        | 8                                 |
| Alaska               | 6                                 | Nebraska       | 18                                |
| Arizona              | 12                                | Nevada         | 13                                |
| Arkansas             | 6                                 | New Hampshire  | 23                                |
| California           | 13                                | New Jersey     | 28                                |
| Colorado             | 16                                | New Mexico     | 6                                 |
| Connecticut          | 23                                | New York       | 22                                |
| Delaware             | 20                                | North Carolina | 9                                 |
| District of Columbia | 21                                | North Dakota   | 20                                |
| Florida              | 15                                | Ohio           | 19                                |
| Georgia              | 11                                | Oklahoma       | 8                                 |
| Hawaii               | 11                                | Oregon         | 12                                |
| Idaho                | 9                                 | Pennsylvania   | 23                                |
| Illinois             | 17                                | Rhode Island   | 14                                |
| Indiana              | 13                                | South Carolina | 8                                 |
| Iowa                 | 14                                | South Dakota   | 11                                |
| Kansas               | 12                                | Tennessee      | 10                                |
| Kentucky             | 10                                | Texas          | 11                                |
| Louisiana            | 10                                | Utah           | 10                                |
| Maine                | 9                                 | Vermont        | 12                                |
| Maryland             | 22                                | Virginia       | 19                                |
| Massachusetts        | 23                                | Washington     | 19                                |
| Michigan             | 14                                | West Virginia  | 8                                 |
| Minnesota            | 22                                | Wisconsin      | 20                                |
| Mississippi          | 7                                 | Wyoming        | 9                                 |
| Missouri             | 13                                | United States  | 16                                |

<sup>23</sup> U.S. Bureau of Labor Statistics. Occupational Employment Statistics. May 2013; U.S. Census Bureau.

Table A3. Establishments of Professional Beauty Industry by State, 2012<sup>24</sup>

| State                | Establishments | State          | Establishments |
|----------------------|----------------|----------------|----------------|
| Alabama              | 24,751         | Montana        | 2,962          |
| Alaska               | 1,247          | Nebraska       | 5,914          |
| Arizona              | 18,293         | Nevada         | 10,510         |
| Arkansas             | 10,635         | New Hampshire  | 3,289          |
| California           | 136,453        | New Jersey     | 20,176         |
| Colorado             | 14,801         | New Mexico     | 4,569          |
| Connecticut          | 8,675          | New York       | 71,542         |
| Delaware             | 1,997          | North Carolina | 39,494         |
| District of Columbia | 3,140          | North Dakota   | 1,579          |
| Florida              | 92,591         | Ohio           | 34,835         |
| Georgia              | 61,001         | Oklahoma       | 13,209         |
| Hawaii               | 3,083          | Oregon         | 10,773         |
| Idaho                | 4,714          | Pennsylvania   | 28,140         |
| Illinois             | 64,695         | Rhode Island   | 3,750          |
| Indiana              | 23,950         | South Carolina | 19,219         |
| Iowa                 | 8,801          | South Dakota   | 1,985          |
| Kansas               | 8,327          | Tennessee      | 29,040         |
| Kentucky             | 13,124         | Texas          | 97,922         |
| Louisiana            | 25,922         | Utah           | 8,917          |
| Maine                | 3,558          | Vermont        | 1,368          |
| Maryland             | 20,652         | Virginia       | 24,924         |
| Massachusetts        | 17,404         | Washington     | 15,901         |
| Michigan             | 52,247         | West Virginia  | 4,030          |
| Minnesota            | 13,238         | Wisconsin      | 16,293         |
| Mississippi          | 14,748         | Wyoming        | 1,651          |
| Missouri             | 22,456         | United States  | 1,142,495      |

<sup>24</sup> U.S. Census Bureau. County Business Patterns. 2012.



Table A4. License Requirements by State<sup>25</sup>

| State                | Cosmetology (hours) | Esthetics (hours) | Nails (hours) | Renewal (years) | Continuing Education (hours) |
|----------------------|---------------------|-------------------|---------------|-----------------|------------------------------|
| Alabama              | 1500                | 1500              | 600           | 2               | 0                            |
| Alaska               | 1650                | 350               | 250           | 2               | 0                            |
| Arizona              | 1600                | 600               | 600           | 1               | 0                            |
| Arkansas             | 1500                | 600               | 600           | 2               | 0                            |
| California           | 1600                | 600               | 400           | 2               | 0                            |
| Colorado             | 1800                | 600               | 600           | 2               | 0                            |
| Connecticut          | 1500                | NR                | NR            | 2               | 10                           |
| Delaware             | 1500                | 600               | 300           | 2               | 0                            |
| District of Columbia | 1500                | 600               | 350           | 2               | 6                            |
| Florida              | 1200                | 260               | 240           | 2               | 16                           |
| Georgia              | 1500                | 1000              | 525           | 2               | 5                            |
| Hawaii               | 1800                | 600               | 350           | 2               | 0                            |
| Idaho                | 2000                | 600               | 400           | 1               | 0                            |
| Illinois             | 1500                | 750               | 350           | 2               | 14                           |
| Indiana              | 1500                | 700               | 450           | 4               | 0                            |
| Iowa                 | 2100                | 600               | 325           | 2               | 8                            |
| Kansas               | 1500                | 1000              | 350           | 2               | 0                            |
| Kentucky             | 1800                | 1000              | 600           | 1               | 0                            |
| Louisiana            | 1500                | 750               | 500           | 1               | 0                            |
| Maine                | 1500                | 600               | 200           | 1               | 0                            |
| Maryland             | 1500                | 600               | 250           | 2               | 0                            |
| Massachusetts        | 1000                | 300               | 100           | 1 and then 2    | 0                            |
| Michigan             | 1500                | 400               | 400           | 1 and then 2    | 0                            |
| Minnesota            | 1550                | 600               | 350           | 3               | 0                            |
| Mississippi          | 1500                | 600               | 350           | 2               | 0                            |
| Missouri             | 1500                | 750               | 400           | 2               | 0                            |
| Montana              | 2000                | 650               | 350           | 2               | 15                           |
| Nebraska             | 2100                | 600               | 300           | 2               | 8                            |
| Nevada               | 1800                | 900               | 600           | 2               | 0                            |
| New Hampshire        | 1500                | 600               | 300           | 2               | 0                            |
| New Jersey           | 1200                | 600               | 300           | 2               | 0                            |
| New Mexico           | 1600                | 600               | 350           | 1               | 0                            |
| New York             | 1000                | 600               | 250           | 4               | 0                            |
| North Carolina       | 1500                | 600               | 300           | 3               | 24                           |
| North Dakota         | 1800                | 600               | 350           | 1               | 0                            |
| Ohio                 | 1500                | 600               | 200           | 2               | 0                            |
| Oklahoma             | 1500                | 600               | 600           | 1               | 0                            |

<sup>25</sup> Cosmetology License Requirements by State, Beauty Schools Marketing Group, Inc.

|                |      |     |     |              |    |
|----------------|------|-----|-----|--------------|----|
| Oregon         | 2300 | 250 | 350 | 2            | 0  |
| Pennsylvania   | 1250 | 300 | 200 | 2            | 0  |
| Rhode Island   | 1500 | 600 | 300 | 1 and then 2 | 0  |
| South Carolina | 1500 | 450 | 300 | 2            | 12 |
| South Dakota   | 2100 | 600 | 400 | 1            | 0  |
| Tennessee      | 1500 | 750 | 600 | 2            | 16 |
| Texas          | 1500 | 750 | 600 | 2            | 4  |
| Utah           | 1600 | 600 | 300 | 2            | 0  |
| Vermont        | 1500 | 600 | 400 | 2            | 0  |
| Virginia       | 1500 | 600 | 150 | 2            | 0  |
| Washington     | 1600 | 600 | 600 | 2            | 0  |
| West Virginia  | 1800 | 600 | 400 | 1            | 4  |
| Wisconsin      | 1800 | 450 | 300 | 2            | 0  |
| Wyoming        | 2000 | 600 | 400 | 2            | 0  |

## About the Authors

### **Nam D. Pham, PhD** **Managing Partner**

Nam D. Pham is Managing Partner of ndp|analytics, a strategic research firm that specializes in economic analysis of public policy and legal issues. Prior to founding ndp|analytics in 2000, Dr. Pham was Vice President at Scudder Kemper Investments in Boston, where he was responsible for research, asset allocations, and currency hedging for global and international bond funds. Before that he was Chief Economist of the Asia Region for Standard & Poor's DRI; an economist at the World Bank; and a consultant to both the Department of Commerce and the Federal Trade Commission.

Dr. Pham is an adjunct professor at the George Washington University. Dr. Pham holds a Ph.D. in economics from the George Washington University, an M.A. from Georgetown University; and a B.A. from the University of Maryland. He is a member of the board of advisors to the Dingman Center for Entrepreneurship at the University of Maryland Smith School of Business and a board member of the Food Recovery Network.

### **Anil Sarda** **Associate**

Anil Sarda is an Associate at ndp|analytics. He provides for research and analysis on client projects as well as lead support for marketing efforts of the firm. He first joined the firm in 2012. Prior to working for the firm, Sarda held marketing and corporate strategy positions at BranchOut, a rapidly growing professional social media network based in San Francisco, and at PRGX Global, an international business analytics and profit discovery firm in Atlanta. He graduated from The George Washington University, School of Business with a B.B.A. degree in International Business and Marketing.

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# **Examination of Cosmetology Licensing Issues**

## **Data Report**

**American Institutes for Research**  
1000 Thomas Jefferson St., NW  
Washington, D.C. 20007

**August 30, 2016**

# Examination of Cosmetology Licensing Issues Data Report

Revised August 2016

Kaila M. Simpson, M. A.  
Cheryl Hendrickson, Ph. D.  
Dwayne Norris, Ph. D.  
Randy J. Vander Molen  
David Vestal  
Kathryn Kavanagh  
Samantha Lilly, M. S.  
Gauri Rege, M. A.  
Deeza-Mae Smith



AMERICAN INSTITUTES FOR RESEARCH®

1000 Thomas Jefferson Street NW  
Washington, D.C. 20007-3835  
202.403.5000

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# TABLE OF CONTENTS

|   | Page       |
|---|------------|
| <b>Executive Summary .....</b>  | <b>1</b>   |
| <b>Summary of Methodology .....</b>                                     | <b>1</b>   |
| <b>Summary of Results .....</b>   | <b>2</b>   |
| Licensing Requirements .....  | 2          |
| Impact of Curriculum Hours on Education Outcomes .....                  | 3          |
| Impact of Curriculum Hours on Employment Outcomes .....                 | 5          |
| Impact of Curriculum Hours on Safety Outcomes .....                     | 6          |
| <b>Chapter 1: Licensing Requirements.....</b>                           | <b>7</b>   |
| <b>1.1 Curriculum Hour Requirements.....</b>                            | <b>7</b>   |
| Total Curriculum Hours .....  | 7          |
| Curriculum Hours by Topic .....   | 10         |
| Theory and Clinical Hours .....   | 16         |
| Conclusions .....   | 17         |
| <b>1.2 Other Licensing Requirements.....</b>                            | <b>18</b>  |
| Minimum Age and Educational Level .....                                 | 18         |
| Medical Exams .....   | 19         |
| License Renewal and Continuing Education .....                          | 19         |
| Conclusions .....   | 19         |
| <b>Chapter 2: Impact of Curriculum Hours on Industry Outcomes .....</b> | <b>21</b>  |
| <b>2.1 Education Outcomes .....</b>                                     | <b>21</b>  |
| School Program Length.....  | 22         |
| Graduation.....   | 23         |
| Licensing Exam Performance.....   | 24         |
| Job Placement.....  | 27         |
| Student Financial Stability .....                                       | 28         |
| School Financial Stability .....  | 35         |
| Conclusions .....   | 37         |
| <b>2.2 Employment Outcomes .....</b>                                    | <b>39</b>  |
| Employment Rates .....  | 39         |
| Wages.....  | 41         |
| Career Tenure.....  | 42         |
| Impact of Other Licensing Requirements on Employment Outcomes .....     | 42         |
| Conclusions .....   | 42         |
| <b>2.3 Safety Outcomes .....</b>  | <b>43</b>  |
| Safety Incidents and Complaints .....                                   | 43         |
| Inspections.....  | 44         |
| Types of Violations .....   | 45         |
| Impact of Other Licensing Requirements on Safety Outcomes .....         | 46         |
| Conclusions .....   | 46         |
| <b>References.....</b>  | <b>47</b>  |
| <b>Appendix A: State-Level Data .....</b>                               | <b>A-1</b> |



Licensing Requirements..... A-1  
Impact of Curriculum Hours on Education Outcomes ..... A-3  
Impact of Curriculum Hours on Employment Outcomes..... A-10  
Impact of Curriculum Hours on Safety Outcomes..... A-11  
Relationships between Education and Employment Outcome Variables..... A-12

**Appendix B: Additional Methodology ..... B-1**  
    **Research Questions from Environmental Scan ..... B-1**  
    **Interviews with Subject Matter Experts (SMEs)..... B-1**  
    **Analysis of Curriculum Hour Requirements ..... B-2**  
        Curriculum Hours by Topic ..... B-2  
        Comparison of Curriculum Outlines for Schools with Locations in Multiple States ..... B-5

## TABLE OF EXHIBITS

|   | <b>Page</b> |
|---|-------------|
| Exhibit 1. Summary of Total Curriculum Hours .....  | 7           |
| Exhibit 2. Frequency of Total Curriculum Hours .....  | 8           |
| Exhibit 3. Summary of Apprenticeship Models .....   | 9           |
| Exhibit 4. Summary of Rationale for Deciding the Total Number of Curriculum Hours.....                  | 9           |
| Exhibit 5. United States Map of Total Curriculum Hours .....  | 10          |
| Exhibit 6. Summary of State Curriculum Samples .....  | 11          |
| Exhibit 7. Curriculum Outline for Comparison across States.....   | 11          |
| Exhibit 8. Estimated Number of Hours Spent on Curriculum Topics .....                                   | 12          |
| Exhibit 9. Estimated Percentage of Total Hours Spent on Curriculum Topics.....                          | 13          |
| Exhibit 10. Summary of Written and Practical Exam Outlines .....  | 15          |
| Exhibit 11. Percentage of Total Hours Spent on Theory and Clinical Hours .....                          | 17          |
| Exhibit 12. Summary of Minimum Age and Educational Level Requirements .....                             | 18          |
| Exhibit 13. Summary of Continuing Education (CE) Requirements .....                                     | 19          |
| Exhibit 14. Industry Outcomes of Interest.....  | 21          |
| Exhibit 15. Summary of School Program Length.....   | 22          |
| Exhibit 16. Curriculum Hours and School Program Length.....   | 23          |
| Exhibit 17. Summary of Graduation (NACCAS-Accredited Schools Only).....                                 | 24          |
| Exhibit 18. Curriculum Hours and Graduation Rates .....   | 24          |
| Exhibit 19. Summary of Exam Pass Rates .....  | 26          |
| Exhibit 20. Curriculum Hours and Overall Exam Pass Rates (NACCAS-Accredited Schools Only).....          | 27          |
| Exhibit 21. Summary of Job Placement (NACCAS-Accredited Schools Only).....                              | 28          |
| Exhibit 22. Curriculum Hours and Job Placement Rates (NACCAS-Accredited Schools Only).....              | 28          |
| Exhibit 23. Summary of School Program Expenses .....  | 29          |
| Exhibit 24. Curriculum Hours and Tuition.....   | 29          |
| Exhibit 25. Curriculum Hours and Books/Supplies.....  | 30          |
| Exhibit 26. Summary of Title IV Funding.....  | 31          |
| Exhibit 27. Curriculum Hours and Median Title IV Funding.....   | 31          |
| Exhibit 28. Summary of Cohort Default Rates (Title IV Cosmetology Programs Only) .....                  | 32          |
| Exhibit 29. Curriculum Hours and Cohort Default Rate (Title IV Schools Only).....                       | 32          |
| Exhibit 30. Summary of Pell Grants.....   | 33          |
| Exhibit 31. Curriculum Hours and Pell Grants for Full Program .....                                     | 34          |
| Exhibit 32. Curriculum Hours and Pell Grants for One Year .....   | 34          |
| Exhibit 33. Summary of School Financial Stability Metrics (NACCAS-Accredited Schools Only) .....        | 36          |
| Exhibit 34. Curriculum Hours and NACCAS Financial Compliance Rates (NACCAS-Accredited Schools Only).... | 36          |
| Exhibit 35. Curriculum Hours and NACCAS Composite Score (NACCAS-Accredited Schools Only) .....          | 37          |
| Exhibit 36. Summary of Employment Rates .....   | 40          |
| Exhibit 37. Curriculum Hours and Employment Rates .....   | 40          |
| Exhibit 38. Summary of Wages.....   | 41          |
| Exhibit 39. Curriculum Hours and Wages.....   | 41          |
| Exhibit 40. Summary of Safety Incidents and Complaints .....  | 43          |
| Exhibit 41. Curriculum Hours and Safety Incidents .....   | 44          |
| Exhibit 42. Curriculum Hours and Complaints Filed .....   | 44          |
| Exhibit 43. Summary of Inspections.....   | 45          |
| Exhibit 44. Curriculum Hours and Inspections.....   | 45          |
| Exhibit 45. State-Level Data: Licensing Requirements.....   | A-1         |
| Exhibit 46. State-Level Data: School Program Length.....  | A-3         |
| Exhibit 47. State-Level Data: Graduation Rates (NACCAS-Accredited Schools Only).....                    | A-4         |
| Exhibit 48. State-Level Data: Licensing Exam Performance .....  | A-5         |
| Exhibit 49. State-Level Data: Job Placement (NACCAS-Accredited Schools Only).....                       | A-6         |
| Exhibit 50. State-Level Data: School Program Expenses (for Full Program) .....                          | A-7         |
| Exhibit 51. State-Level Data: Student Loan Debt .....   | A-7         |
| Exhibit 52. State-Level Data: Pell Grants.....  | A-7         |
| Exhibit 53. State-Level Data: Cohort Default (Title IV Cosmetology Programs Only).....                  | A-8         |

Exhibit 54. State-Level Data: School Financial Stability (NACCAS-Accredited Schools Only) ..... A-9  
Exhibit 55. State-Level Data: Employment Rates and Wages..... A-10  
Exhibit 56. State-Level Data: Safety Incidents, Complaints, and Inspections..... A-11  
Exhibit 57. State-Level Data: Common Violations Documented during Inspections ..... A-11  
Exhibit 58. Correlation Table for Education and Employment Outcomes ..... A-12  
Exhibit 59. Topics and Sub-Topics for Coding .....B-3

## EXECUTIVE SUMMARY

As a type of occupational regulation, licensure is intended to protect the public by ensuring that practitioners possess the required knowledge and skills to safely perform their craft (Cox & Foster, 1990). Unlike certifications, licensing requirements are set and managed at the state-level, and without a license a professional cannot legally practice. A national post-election study in 2012 showed that 94 percent of the voting public supports licensing in the cosmetology industry, and a vast majority of the voting population believes that if states were to stop license requirements, then safety (82%) and quality (76%) would decline (Professional Beauty Association, 2013). Given the nature of the job activities, tools, and working environment, ensuring that beauty professionals are knowledgeable about techniques such as proper disinfection and handling of chemicals makes for safe practice and consumer protection.

Despite this support for licensing in the cosmetology industry, there is growing opposition to occupational licensing for many jobs, with some opponents questioning whether licensing is structured in a way that best serves the interests of both beauty professionals and consumers. Media reports and claims made by organizations such as the Goldwater Institute (Slivinski, 2015), the Institute for Justice (Carpenter, Knepper, Erickson, & Ross, 2012), and the American Enterprise Institute (Pethokoukis, 2014) suggest that occupational licensing is unnecessary and places an excessive burden on the general public. The Hamilton Project (Kearney, Hershbein, & Boddy, 2015) has specifically questioned the extensiveness of licensing requirements for cosmetologists, barbers, and manicure technicians claiming that they “all face greater average licensing requirements than do EMTs [Emergency Medical Technicians]” (Kearney, Hershbein, & Boddy, 2015). Much of the negativism surrounding licensure, and subsequent calls for deregulation, stems from concerns over disparities across states on licensing requirements such as education hours, scope of practice, license mobility, health and safety, and continuing education (Department of the Treasury Office of Economic Policy, the Council of Economic Advisers, & the Department of Labor, 2015). In his July 10, 2014 open letter, Professional Beauty Association (PBA) Executive Director Steve Sleeper argued that “the vast disparity among state licensing requirements will leave [the beauty] industry vulnerable to legislative attacks and the risk of deregulation” (Sleeper, 2014).

This licensure debate is the backdrop for a growing beauty industry, and the need for licensure is likely to lie somewhere between the extremes of the current status quo and advocacy for industry deregulation. The Bureau of Labor Statistics (BLS; 2015) projects a growth of 13% for the cosmetology industry over the time period of 2012-2022. Crucial to the industry’s growth are common, sensible licensing standards that ensure public safety is protected while minimizing barriers to entry and practice in the industry.

### Summary of Methodology

To begin to address this gap in research, AIR sought to:

- Examine the scope of state-level curricula by comparing a sample of states’ curriculum content to that of the licensing exam, and
- Explore the degree to which state differences in curriculum hours and other licensing requirements relate to industry outcomes.

## Summary of Results

Licensing requirements for cosmetologists differ across states not only in the quantity and content of curriculum hours, but also in other criteria such as minimum age and education, physical health, renewal frequency, and continuing education. However, there do not appear to be documented explanations for how each state determines the requirements for licensing and there is little current evidence to establish a link between licensing requirements and industry outcomes of interest. This research presents the results of a preliminary review of licensing requirements and their impact on industry outcomes, the key findings of which are presented below.

### Licensing Requirements

Licensing requirements for cosmetologists differ across states not only in the quantity and content of curriculum hours, but also in other criteria such as minimum age and education, physical health, renewal frequency, and continuing education.

### Curriculum Hour Requirements

The review of curriculum hour requirements provided insight into the specifics of the observed variability in requirements across states. Below are the key findings.

- Total curriculum hours range from 1,000 to 2,300 ( $M = 1,594.1$ ,  $SD = 259.9$ ).
- Two states require an apprenticeship in addition to curriculum hours, while others allow for the completion of an apprenticeship in place of the requirements of curriculum hours ( $n = 22$ ). Given the option of an apprenticeship substitution in some states, it may not always be the case that licensing examinees within a state have completed the curriculum hours reported for that state, making it more difficult to find a relationship between hours and licensing exam performance.
- There are no publically-available documented explanations of how each state assigns and/or revises the number of curriculum hours required for licensing, perhaps because many of these assignments were made several decades ago and have not changed since initial development. However, evidence suggests that factors such as geographical region and neighboring state requirements may have had an effect on curriculum hour assignments.
- Across the sample of states for which curriculum content was reviewed, there was great variation in the level of specificity at which hours were assigned. For example, in the sample of curricula, the number of topics for which hours were assigned ranged from 3 to 24. It may be inferred that states with less specific content outlines allow more freedom to the schools in assigning hours to specific content topics, however it is unclear whether or not these schools would vary greatly on perceived importance and time spent on various content topics. Regardless, a more specific content outline would ensure greater standardization across schools within a state.
- Across the sample of states for which cosmetology curricula were reviewed, hair care and services, scientific concepts, and safety and sanitation were covered by the most hours. However, this should be considered a preliminary finding due to the large variation in content outline specifications reviewed during this research.
- The largest provider of cosmetology licensing exams (i.e., NIC) seems to align the exam outlines with the stated purpose of licensing, focusing only on content that covers the

knowledge and skills required for safe practice at a minimal standard of service. Within the sample of state exam outlines reviewed, NIC and other test providers specified little to no coverage of business and professionalism topics on the licensing exam.

- Across the samples of states for which cosmetology curricula were reviewed, nearly all spent at least 50% of the required curriculum hours on clinical-based rather than theory-based instruction.

### Other Licensing Requirements

The review of licensing requirements highlights inconsistent licensing standards across states beyond curriculum hour requirements, and there were no apparent patterns in the types or magnitude of licensing requirements within each state. Below are the key findings.

- Most states set a minimum age between 16 and 18 years as a requirement for a cosmetology license. Although three states do not set a requirement, the practical effect of having no minimum age requirement for cosmetology licensure may be limited, as there are federal and often state laws that set a minimum age requirement to work.
- Most states have a minimum educational level requirement for licensing, with the majority of states sampled requiring the completion of 10<sup>th</sup> grade or higher. Similar to the minimum age requirement, the lack of education requirement in some states may have a limited impact because federal or state laws may require residents to attend school until a certain age.
- Although not always communicated clearly, some states require medical criteria such as a physical exam or infectious disease testing for licensing. The requirement was likely created to address the importance of safety and sanitation in licensing for the protection of the consumer, but without clearly stating the reason for the requirement and conditions included it may be misconstrued by opponents of licensing as discrimination.
- All states require licenses to be renewed every one to four years, with the most frequent requirement being every two years. Some states require a minimum number of CE credits for each renewal period, but others do not. Of those states that require CE, some specify the topics to be covered (e.g., safety and sanitation, state law, human trafficking).

### Impact of Curriculum Hours on Education Outcomes

This preliminary review revealed correlational relationships between curriculum hours and education outcomes.<sup>1</sup> Below are the key findings.

#### School Program Length

- The state-level school program lengths range from 9.1 to 15.6 months, with an average of 13.0 ( $SD = 2.3$ ).
  - There is a strong positive and significant relationship between the total number of curriculum hours and the school program length in months, which suggests that students in states with a higher curriculum hour requirements experience a longer timeline from enrollment to completion of hours, and vice versa.

<sup>1</sup> These relationships are correlational in nature, and causation cannot be implied.

## Graduation

- For NACCAS-accredited schools, the state-level graduation rates range from 55% to 86%, with an average of nearly 70%.
  - Although there is variability in graduation rates across states, there is no evidence of a relationship between total curriculum hours and graduation rate for NACCAS-accredited schools.

## Licensing Exam Performance

- In the sample of states that administer the NIC *written* exam, pass rates range from 66% to 100%. In the sample of states that use the NIC *practical* exam, pass rates range from 82% to 100%. For a sample of states that use *both* NIC exam sections, the average pass rates are consistently higher for practical than for written, and the difference is statistically significant. Correlational analyses were not conducted for the NIC data set because of there was a lack of available data for states with curriculum requirements below the median (i.e., 1,500).
- State-level *overall* pass rates for NACCAS-accredited schools (data were not broken down by written and practical exam sections) ranged from 86% to 100%.
  - Correlational analyses revealed that for NACCAS-accredited schools, there is no apparent relationship between the total number of curriculum hours and overall exam pass rates. This finding may be due, in part, to the small range of variability in overall pass rates for this sample.

## Job Placement

- For NACCAS-accredited schools, there is a positive and significant relationship between the total number of curriculum hours and job placement rates.

## Student Financial Stability

- Tuition expenses range from about \$12,250 to \$ 19,250 with an average of \$14,611.2 ( $SD = \$2,300.4$ ). Expenses for books/supplies range from about \$1,100 to \$2,275 with an average of \$1,700.5 ( $SD = \$385.4$ ).
  - There is a positive and significant relationship between total curriculum hours and expenses for tuition as well as books and supplies.
- The state-level cohort default rates range from 8.5% to 28.8%, with an average of 17.1%.
  - Although there is variability in cohort default rates across states, there is no evidence of a relationship between total curriculum hours and cohort default rate for this sample of Title IV cosmetology programs.
- Median Title IV funding ranges from about \$7,000 to \$14,750, with an average of \$9,532.8 ( $SD = \$2,691.4$ ).
  - There is a positive and significant relationship between the total number of curriculum hours and the median federal loan amount.
- Pell Grant award amounts for one year range from about \$4,000 to \$4,750, with an average of \$4,360.8 ( $SD = \$179.7$ ). To extrapolate the Pell Grant amount for the full curriculum hour requirement, a multiplier was applied to the data (e.g., programs with 1,800 hours were given a multiplier of two). For a full program, award amounts range from about \$4,750 to \$10,750, with an average of \$7,316.9 ( $SD = \$2,158.6$ ).
  - Correlational analyses revealed that there is no apparent relationship between the total number of curriculum hours and Pell Grant award amounts for one year.

This finding may be due, in part, to the small range of variability for Pell Grant award amounts for this sample.

- A correlational analysis was precluded for Pell Grant amounts for a full program because curriculum hours were used to create this variable; however, there is a clear upward trend in this variable such that as total curriculum hours increase, Pell Grant amounts for a full program also increase.

### School Financial Stability

Two metrics of school financial stability were analyzed for this research, both obtained from NACCAS: the percent of compliant schools in a state and the average financial composite score.

- For NACCAS-accredited schools, financial compliance rates range from 88% to 100%, with an average of 95.3%, and average composite scores range from 1.8 (just above the financial compliance cut-off of 1.5) to 2.6, with an average of 2.1.
  - There is a relatively small amount of variance for both variables in the sample that was analyzed, and there is no evidence of a relationship between curriculum hours and these variables for this sample of NACCAS-accredited schools.

### Impact of Curriculum Hours on Employment Outcomes

This preliminary review revealed potential trends in the relationship between curriculum hours and employment outcomes. However, there are extensive limitations in the available employment data for the cosmetology profession, and it is recommended that this analysis be further examined with more complete and systematically-collected data. Below are the key findings.

#### Employment Rates

- The state-level employment rates range from 1.1 to 4.2 per 1,000 jobs, with an average of 2.4 ( $SD = 0.8$ ).
  - There is a strong negative and significant relationship between the total number of curriculum hours and employment rates.

#### Wages

- The state-level mean hourly wage amounts range from \$11.3 to \$19.5, with an average of \$13.7.
  - Although there is variability in mean hourly wage across states, there is no evidence of a relationship between total curriculum hours and wages.

#### Career Tenure

- There are insufficient data on career tenure to explore the impact that curriculum hours may have on this employment outcome. Should the data be collected, they may provide insight into whether students in states with a higher number of curriculum hours have a more realistic preview of the job, and are therefore better prepared to succeed in a career in the field.

### Impact of Other Licensing Requirements on Employment Outcomes



- There are no significant relationships between other licensing requirements (e.g., CE credits, length of renewal period) and the employment outcomes examined in this research.

### **Impact of Curriculum Hours on Safety Outcomes**

This preliminary review of the relationship between licensing requirements and safety outcomes was inconclusive due to the extensive limitations in the available safety data for the cosmetology profession. Given that the primary purpose of licensure for cosmetologists is to ensure the safety of the consumers receiving services, it is recommended that this analysis be further examined with more complete and systematically-collected data.

## CHAPTER 1: LICENSING REQUIREMENTS

Licensing requirements for cosmetologists differ across states not only in the quantity and content of curriculum hours, but also in other criteria such as minimum age and education, physical health, renewal frequency, and continuing education. In this section, a review of licensing requirements and observed trends are presented. A comprehensive list of licensing requirements for each state is included in Appendix A: State-Level Data.

### 1.1 Curriculum Hour Requirements

It is widely known that cosmetology curriculum hours vary greatly by state, but less is known about why this variation exists. For example, do states with a lower total number of hours cover less content, or do they cover the same content but spend less time on certain topics? Through a preliminary review, three predominant variations emerged: (1) the total number of hours of required instruction; (2) the specificity of state curriculum outlines and number of hours assigned to each topic; and (3) the distinction between theory and clinical hours. Additionally, depending on the types of licenses offered in each state, some cosmetology curriculum outlines do not cover services that may be regulated by another license in the state (e.g., nails, esthetics, chemical services). However, the focus of the current study and recommendations was on full-practice cosmetology (including hair, nails, and skin).

To obtain a greater understanding of the differences in curricula across states, AIR first reviewed the total number of curriculum hours required across states, then qualitatively coded and compared a sample of state curricula. A description of the methodology can be found in Appendix B: Additional Methodology. The next sections present the results from a review of total curriculum hour requirements, requirements by topic, and the distinction between theory and clinical hours.

#### Total Curriculum Hours

AIR gathered the total number of curriculum hours required in each of the United States and Washington, D.C., and a summary of hours is presented in Exhibit 1.

#### Exhibit 1. Summary of Total Curriculum Hours

|                       | n  | Minimum | Maximum | Median | M       | SD    |
|-----------------------|----|---------|---------|--------|---------|-------|
| Full Sample           | 51 | 1,000   | 2,300   | 1,500  | 1,594.1 | 259.9 |
| Trimmed <sup>1</sup>  | 48 | 1,200   | 2,100   | 1,500  | 1,604.2 | 214.8 |
| Weighted <sup>2</sup> | 51 | --      | --      | --     | 1,449.8 | --    |

**Note:** n = sample size; M = mean; SD = standard deviation.

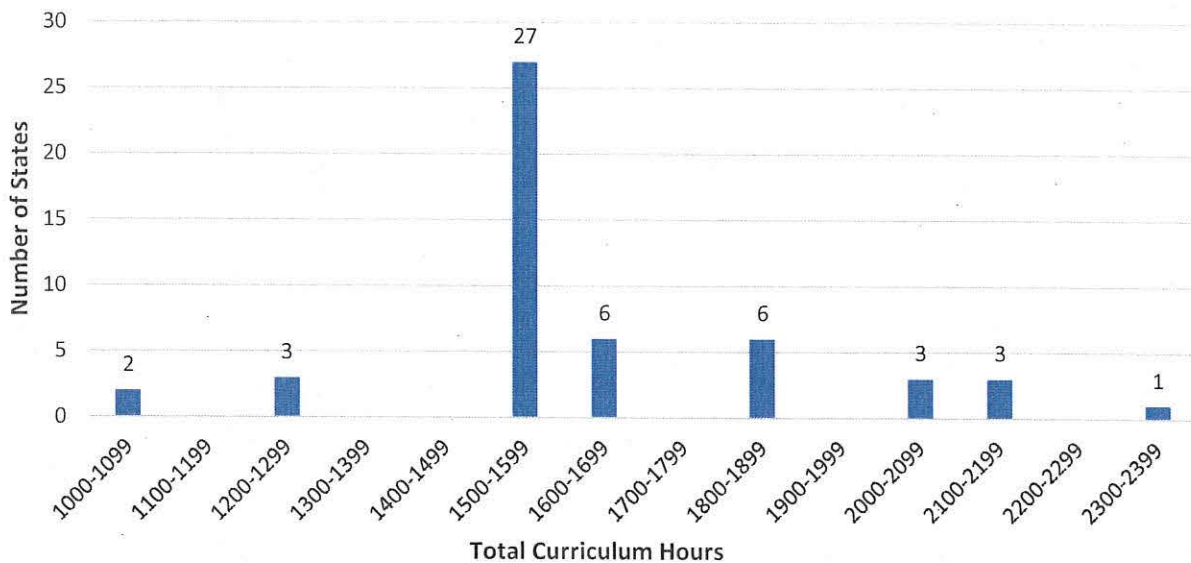
<sup>1</sup>For the trimmed sample, states were removed that had curriculum hour requirements greater than two standard deviations from the mean ( $1594.1 \pm 259.9 \times 2$ ).

<sup>2</sup>To account for the large variation in the total occupational employment<sup>2</sup> across states, a weighted average was calculated such that states with higher employment carried greater weight in the average. The weighted average was computed as follows:  $[\sum(\# \text{ state hours} \times \text{state cosmetology employment})] / [\sum(\text{state cosmetology employment})]$ .

<sup>2</sup> Data on estimated total occupational employment (not including self-employed) was gathered from the Bureau of Labor Statistics (BLS, 2016). A more in-depth analysis of employment is presented later in this report.

Across states, the total number of curriculum hours required ranged from 1,000 to 2,300<sup>3</sup>, and the average total hours was 1,594.1. The standard deviation indicates a wide dispersion of curriculum hours across the range, rather than only a few outliers at the minimum and maximum. This is further illustrated in Exhibit 2, which displays the frequency distribution for total curriculum hours across the range for cosmetology.

**Exhibit 2. Frequency of Total Curriculum Hours**



The majority of states have total curriculum hour requirements in the 1,500-1,599 hour range, with an average of 1,594.1 for all states. When a small number of outliers were removed for the trimmed sample, the average was larger ( $M = 1,604.2$ ,  $n = 48$ ). However, the weighted average ( $M = 1,449.8$ ,  $n = 51$ ) that was calculated to account for variations in total occupational employment across states was slightly lower than both the full and trimmed means.

### Apprenticeship Model

Some states require an apprenticeship in addition to curriculum hours ( $n = 2$ ), while others allow for the completion of an apprenticeship in place of the requirements of curriculum hours ( $n = 22$ ). Given the option of an apprenticeship substitution in some states, it cannot be guaranteed that licensing examinees within a state have obtained the stated curriculum hours for that state, which is a limitation for many analyses in this report. A summary of apprenticeship models is presented in Exhibit 3.

<sup>3</sup> The maximum number of hours required by any state to obtain a cosmetology license may be interpreted by some as 2,100. This is because the state that requires 2,300 hours (i.e., Oregon) does so because it does not have an umbrella cosmetology license, therefore each *cosmetology* candidate must obtain three separate licenses (i.e., esthetics, hair design, and nail technology) to become a full-practice cosmetologist, for a total of 2,300 hours ([http://www.oregon.gov/OHLA/COS/Pages/how\\_to\\_get\\_licensed.aspx#Examinations](http://www.oregon.gov/OHLA/COS/Pages/how_to_get_licensed.aspx#Examinations)).

**Exhibit 3. Summary of Apprenticeship Models**

|  |                   | n  | Minimum | Maximum | Median | M        | SD     |
|--|-------------------|----|---------|---------|--------|----------|--------|
| Apprenticeship in Addition to Curriculum Hours       | Required (Months) | 2  | 6       | 24      | 15     | 15.0     | 12.7   |
|  | Not Required      | 49 | --      | --      | --     | --       | --     |
| Apprenticeship as a Replacement for Curriculum Hours | Permitted (Hours) | 22 | 1,500*  | 4,000*  | 3,000* | 2,841.2* | 694.7* |
|  | Not Permitted     | 28 | --      | --      | --     | --       | --     |

Note: n = sample size; M = mean; SD = standard deviation.

\*Several states that allow apprenticeships as replacements did not state the requirement in hours (n = 5), therefore were excluded from the calculations in this table. Calculations are based on a sample size of 17.

Among the states sampled, the length of required apprenticeships ranged from 6 months to 2 years, and the length of apprenticeship substitutions ranged from 1,500 to 4,000 hours. In states where a substitution was allowed, the exact details of the apprenticeship varied, such as a need for pre-approval by the board or only allowing partial curriculum hour substitutions for the apprenticeship. Given the option of an apprenticeship substitution in some states, it may not always be the case that licensing examinees within a state have completed the curriculum hours reported for that state, making it more difficult to find a relationship between hours and licensing exam performance.

**Evidence for How Hours are Assigned**

There do not appear to be documented explanations for how each state assigns the total number of curriculum hours required (whether through a review of curricula, analysis of training effects on outcomes, or another approach), or whether the number is subject to periodic review and revision. When asked the question via survey (i.e., “How was the number of curriculum hours decided upon for your state?”), the majority of subject matter experts (SMEs) were unable to answer specifically (n = 10) although some were able to provide details. Responses are summarized in Exhibit 4.

**Exhibit 4. Summary of Rationale for Deciding the Total Number of Curriculum Hours<sup>4</sup>**

| Response  | n  |
|---|----|
| Unable to answer  | 10 |
| Set by another governing body   | 2  |
| Set with consideration of the agreed-upon curriculum outline                                | 1  |
| Recently adjusted with consideration of neighboring states' requirements and school opinion | 1  |

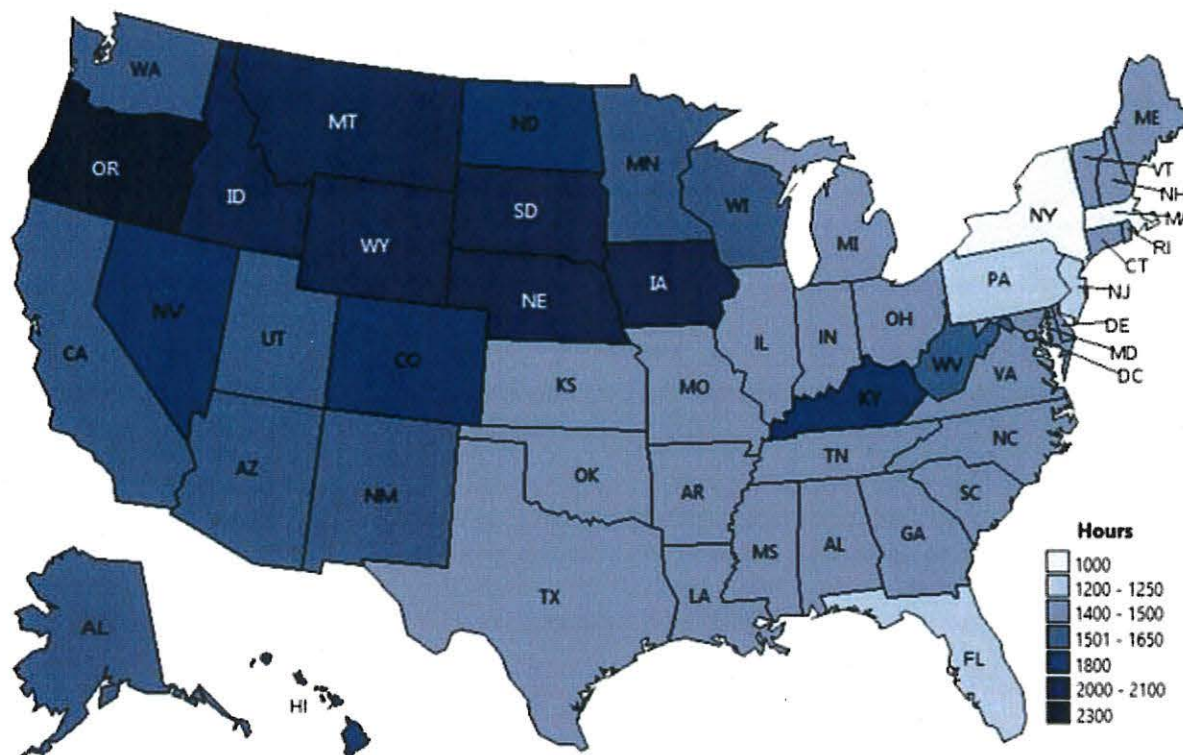
Note: n = sample size.

<sup>4</sup> Source: National State Board Administrator Survey administered by AIR.

## Regional Effects

To explore the possibility that there may be a regional effect for curriculum hours, a United States map is presented in Exhibit 5 with a color gradient indicating the total number of hours required for cosmetology licensure.

**Exhibit 5. United States Map of Total Curriculum Hours<sup>5</sup>**



The cosmetology curriculum hour requirements as illustrated in Exhibit 5 reveal a trend of a relatively large number of total curriculum hours required in Oregon and the Midwestern and north central states (e.g., Montana, Idaho, Wyoming, South Dakota, Nebraska, Iowa), and the lowest requirements in the northeast (e.g., New York, Massachusetts, New Jersey, Pennsylvania) and Florida. This provides initial support for the survey response indicating that state requirements may be set in part to align with those of neighboring states. This may be due to an effort to reduce the re-licensing burden on practitioners who choose to relocate to nearby states.

## Curriculum Hours by Topic

AIR reviewed the curriculum outlines for a subset of states to explore how the differences in total curriculum hours manifested in the content breakdowns to determine whether states with lower hour requirements cover less content overall or the same content in less time. The sample

<sup>5</sup> Map created by AIR.

included in this analysis, containing 11 states chosen to be representative of the total curriculum hours for all states and Washington, D.C., is summarized in Exhibit 6.

**Exhibit 6. Summary of State Curriculum Samples**

|                        | n  | Minimum | Maximum | Median | M       | SD    |
|------------------------|----|---------|---------|--------|---------|-------|
| Total Curriculum Hours | 11 | 1,000   | 2,100   | 1,800  | 1,645.5 | 388.2 |
| Number of Subjects     | 11 | 3       | 24      | 8      | 9.5     | 6.0   |

Note: n = sample size; M = mean; SD = standard deviation.

Similar to the total number of curriculum hours, there is a wide range of variability at which hour assignments are made to subjects (i.e., number of subjects). The number of subjects ranges from 3 to 24 ( $M = 9.5, SD = 6.0$ ). It may be inferred that states with less specific content outlines allow more freedom to the schools in assigning hours to specific content topics, however it is unclear whether or not these schools would vary greatly on perceived importance and time spent on various content topics. Regardless, a more specific content outline would ensure greater standardization across schools within a state.

AIR reviewed the curriculum outlines for each of the sample states, and created a standardized content outline that could be used to summarize all states' curricula and provide a means for comparison across states. The content outline developed and applied for the coding is shown in Exhibit 7, and definitions of each topic and sub-topic are included in Appendix B: Additional Methodology.

**Exhibit 7. Curriculum Outline for Comparison across States**

|  |   |  |   |
|--|---|--|---|
| <b>Safety &amp; Sanitation</b>   | <b>Business &amp; Professionalism</b>   | <b>Legal Issues</b>  | <b>Scientific Concepts</b>  |
| <ul style="list-style-type: none"> <li>• Cleanliness &amp; Sanitation of Tools &amp; Workspaces</li> <li>• Safe Use &amp; Handling of Tools</li> <li>• Safe Use &amp; Handling of Chemicals</li> <li>• Consumer Preparation/Protection</li> <li>• Personal Hygiene</li> </ul>                              | <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Ethics</li> <li>• Professionalism</li> <li>• Reception Desk/Dispensary</li> <li>• Sales</li> <li>• Salon Operation and Management</li> </ul> | <ul style="list-style-type: none"> <li>• State and Federal Law</li> </ul>  | <ul style="list-style-type: none"> <li>• Anatomy and Physiology</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Electricity</li> <li>• Trichology</li> </ul> |
| <b>Hair Care &amp; Services</b>  | <b>Nail Care &amp; Services</b>   | <b>Skin Care &amp; Services</b>  | <b>Other</b>  |
| <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Hair Coloring</li> <li>• Hair Cutting and Shaping</li> <li>• Hair Shampooing, Rinsing, and Treatments</li> <li>• Chemical Hair Styling</li> <li>• Non-Chemical Hair Styling</li> <li>• Electricity and Light Therapy for Scalp</li> </ul> | <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Manicure/ Pedicure</li> </ul>  | <ul style="list-style-type: none"> <li>• Consultation</li> <li>• Body Hair Removal</li> <li>• Facial Hair Care</li> <li>• Facials</li> <li>• Makeup Application</li> <li>• Electricity and Light Therapy for Skin</li> </ul> | <ul style="list-style-type: none"> <li>• Unassigned</li> <li>• Other</li> </ul>   |

To explore the relationship between total curriculum hours and the topics covered, AIR examined the estimated number and percentage of hours spent on each of the topics, and the results are presented below.

Exhibit 8 displays the estimated number of hours spent on each topic, and Exhibit 9 illustrates the relative hours spent on each topic as a percentage of the total number of hours in each state. For this analysis, it should be noted that the specificity of each content outline severely limits the accuracy of these estimates. For example, safety and sanitation may be covered when each procedure is taught and practiced (e.g., under each service category), however, if it was not specifically mentioned in the outline it was not coded. To avoid making assumptions about the exclusion of any of the above topics (which are all likely covered at some point in every state curriculum), topics that were not mentioned were coded as missing data (“--”) rather than 0 hours of coverage.

**Exhibit 8. Estimated Number of Hours Spent on Curriculum Topics**

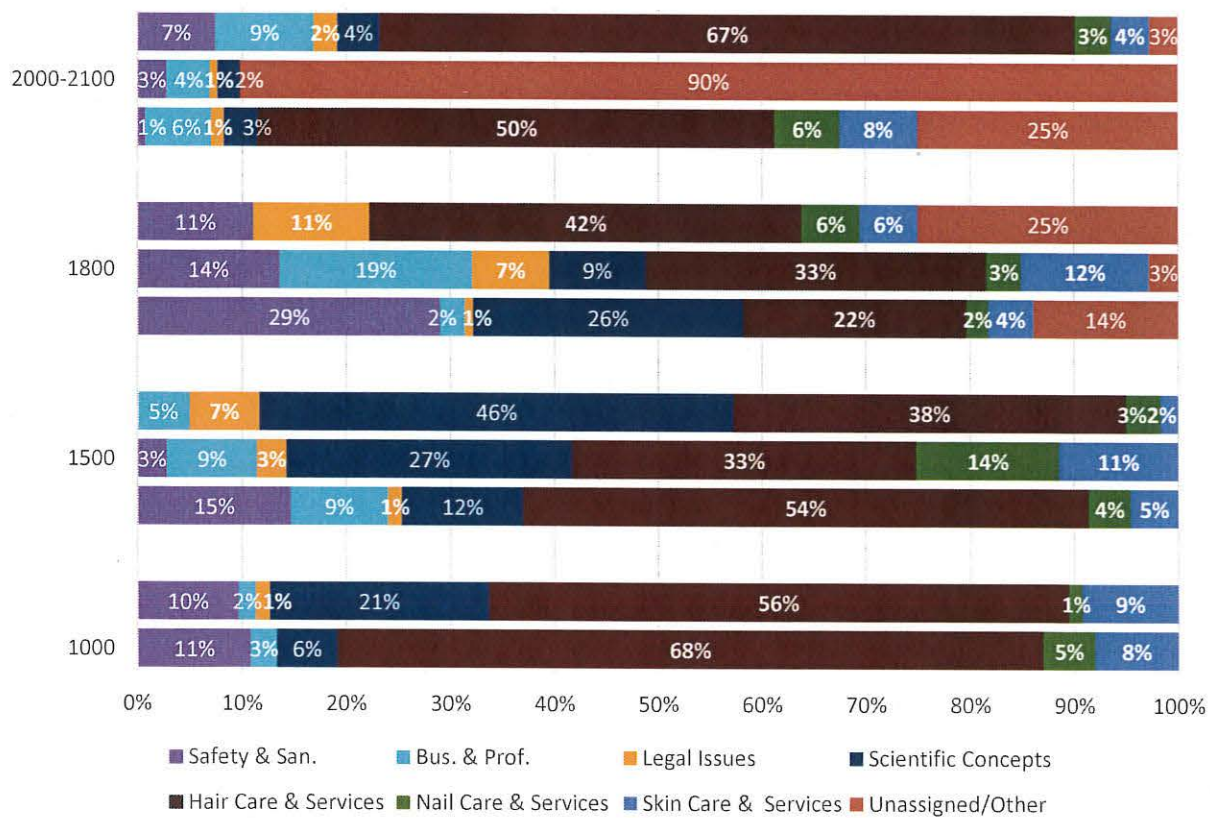
| State         | Total Curric. Hours | Safety & San. | Bus. & Prof. | Legal Issues | Scientific Concepts | Hair Care & Services | Nail Care & Services | Skin Care & Services | Un-assigned/ Other |
|---------------|---------------------|---------------|--------------|--------------|---------------------|----------------------|----------------------|----------------------|--------------------|
| Massachusetts | 1,000               | 108           | 25           | --           | 58                  | 678                  | 50                   | 80                   | 0                  |
| New York      | 1,000               | 97            | 16           | 14           | 210                 | 558                  | 13                   | 92                   | 0                  |
| Ohio          | 1,500               | 220           | 140          | 20           | 174                 | 817                  | 60                   | 69                   | 0                  |
| Tennessee     | 1,500               | 43            | 129          | 43           | 411                 | 497                  | 206                  | 171                  | 0                  |
| Texas         | 1,500               | --            | 75           | 100          | 683                 | 567                  | 50                   | 25                   | 0                  |
| Hawaii        | 1,800               | 522           | 43           | 14           | 468                 | 388                  | 38                   | 78                   | 250                |
| Kentucky      | 1,800               | 245           | 333          | 133          | 167                 | 591                  | 60                   | 221                  | 50                 |
| North Dakota  | 1,800               | 200           | --           | 200          | --                  | 750                  | 100                  | 100                  | 450                |
| Montana       | 2,000               | 16            | 125          | 25           | 64                  | 995                  | 125                  | 150                  | 500                |
| Iowa          | 2,100               | 60            | 86           | 15           | 45                  | --                   | --                   | --                   | 1,894              |
| Nebraska      | 2,100               | 157           | 198          | 48           | 86                  | 1,405                | 73                   | 78                   | 56                 |
| Min           |                     | 16            | 16           | 14           | 45                  | 388                  | 13                   | 25                   | 0                  |
| Max           |                     | 522           | 333          | 200          | 683                 | 1,405                | 206                  | 221                  | 1,894              |
| Mean          |                     | 166.9         | 117.0        | 61.2         | 236.6               | 724.6                | 77.4                 | 106.4                | 290.9              |
| SD            |                     | 147.0         | 94.8         | 63.3         | 214.5               | 295.0                | 54.8                 | 57.7                 | 563.7              |

**Note:** Safety & San. = Safety & Sanitation; Bus. & Prof. = Business & Professionalism. Dashes (--) indicate subject was not covered.

Nearly all states in the sample (n = 8 of 11) spent the most hours on hair care and services ( $M = 724.6$ ), and second most on scientific concepts ( $M = 236.6$ ). The topics with the lowest coverage were legal issues, nail care and services, and skin care and services ( $M = 61.2, 77.4,$  and  $106.4$ , respectively). A negligible number of hours were assigned as “other,” but included topics such as “oral, written, and practical tests.” In this chart, it is also apparent that states with a higher number of total curriculum hours more often included some number of unassigned hours, however, there is no observed trend for how many unassigned hours are included. Specifically, every state in the sample that requires 1,800 or more total curriculum hours (n = 6) included unassigned hours ranging from 50 to 1,894 hours, with an average of 533.3 ( $M = 290.9$  overall). In some cases, unassigned hours are used by states that have a low number of subjects at which

hours are assigned to compensate for the lack of specificity. Other states may use unassigned hours to allow for students to gain additional training as needed. It is difficult to determine what effect unassigned hours would have on learning outcomes, because these hours could cover any or all of the coded topics. This complication further limits the accuracy of these estimates for any of the curriculum topics because it cannot be assumed that the estimates for each curriculum topic reflect the final coverage by schools in the state – they are only estimates of the *required* coverage as mandated by the state. It may be more useful to focus on the relative estimates across curriculum topics, because higher numbers indicate a higher occurrence of key words in the outline, which may be inferred as heightened importance of that topic. To illustrate this relative comparison, estimated percentages of total hours spent on curriculum topics are presented in Exhibit 9.

**Exhibit 9. Estimated Percentage of Total Hours Spent on Curriculum Topics**



**Note:** Safety & San. = Safety & Sanitation; Bus. & Prof. = Business & Professionalism.

As with Exhibit 8, this exhibit illustrates the importance of hair care and services for cosmetology curricula and the use of unassigned hours in states with 1,800 or more hours. Further, a larger percentage of unassigned hours was often paired with a lower number of hours on another topic (e.g., 90% unassigned hours in one state corresponded with 0% hours spent on hair, nail, and skin care and services). This exhibit also shows that states with a higher number of total curriculum hours tended to include a higher percentage of business and professionalism topics. The lower percentage of any topics (e.g., safety and sanitation, legal issues, scientific concepts) should not necessarily be interpreted as a lack of importance, and may be due to lack



of specificity in the outline or a higher percentage of unassigned hours. Although useful, these observations should be considered preliminary because these percentages are very rough estimates, and the sample size was not large enough to determine statistical significance of these differences.

### **Curriculum Hours as Compared with Licensing Exam Content**

The purpose of licensing is to protect the public by ensuring that practitioners possess the required knowledge and skills to safely perform their craft (Cox & Foster, 1990). Given this, the content covered on licensing exams should only assess whether a candidate has the knowledge and skills required for safe practice at a minimal standard of service. Achievement of additional or more advanced knowledge and skills should not be assessed or regulated by licensing bodies, but instead fall under the domain of voluntary certification or credentialing.

There are a number of licensing exam creators and providers within the cosmetology industry, the most prominent of which is The National-Interstate Council of State Boards of Cosmetology (NIC). While most states use a third party test provider (such as NIC), some states elect to create and administer their own tests.

For most exam outlines, there was extremely limited information on the name of the test developer and usually no information on how an outline was conceived. A few outlines mentioned the use of SMEs to develop the outline and relative scoring weight of sections, however detailed methodology was usually not available. One exception was NIC, for which AIR obtained and reviewed a report detailing the development process. The process followed by NIC aligned with the stated purpose of licensing exams, focusing only on content that covers the knowledge and skills required for safe practice at a minimal standard of service. Task importance ratings were used to determine the relative scoring weights for each topic included on the outlines.

To explore how curriculum hour requirements mapped onto exam content, AIR gathered and coded several exam outlines from different test developers (NIC and non-NIC) and the results are presented in Exhibit 10. It was not always possible to identify the test developer when it was not NIC, therefore generic exam provider names are used for non-NIC tests. There was no observed relationship between the number of curriculum hours and the content covered on the licensing exam, therefore no discussion is presented for this exploration.

**Exhibit 10. Summary of Written and Practical Exam Outlines**

| State                     | Exam Provider | Total Curric. Hours | Safety & San. | Bus. & Prof. | Legal Issues | Scientific Concepts | Hair Care & Services | Nail Care & Services | Skin Care & Services |
|---------------------------|---------------|---------------------|---------------|--------------|--------------|---------------------|----------------------|----------------------|----------------------|
| <i>Written Exam</i>       |               |                     |               |              |              |                     |                      |                      |                      |
| Massachusetts             | --            | 1,000               | 25%-35%       | X            | 0%           | 4%-10%              | 55%-81%              | 4%-8%                | 4%-8%                |
| New York                  | --            | 1,000               | --            | --           | --           | --                  | --                   | --                   | --                   |
| Ohio                      | --            | 1,500               | 25%           | 0%           | 0%           | 25%                 | 30%                  | 10%                  | 10%                  |
| Tennessee                 | --            | 1,500               | 20%           | X            | 10%          | X                   | 56%                  | 7%                   | 7%                   |
| Texas                     | --            | 1,500               | 24%           | X            | 8%           | X                   | 53%                  | 8%                   | 7%                   |
| Hawaii                    | --            | 1,800               | 15%           | X            | 10%          | 10%-35%             | 40-65%               | 1-25%                | 1-25%                |
| Kentucky                  | --            | 1,800               | --            | --           | --           | --                  | --                   | --                   | --                   |
| North Dakota              | --            | 1,800               | --            | --           | --           | --                  | --                   | --                   | --                   |
| Montana                   | NIC           | 2,000               | X             | 0%           | X            | 30%                 | 40%                  | 15%                  | 15%                  |
| Iowa                      | NIC           | 2,100               | X             | 0%           | X            | 30%                 | 40%                  | 15%                  | 15%                  |
| Nebraska                  | --            | 2,100               | --            | --           | --           | --                  | --                   | --                   | --                   |
| <i>Practical Exam</i>     |               |                     |               |              |              |                     |                      |                      |                      |
| Massachusetts             |               | 1,000               | X             | 0%           | 0%           | 0%                  | X                    | X                    | X                    |
| New York                  |               | 1,000               | X             | 0%           | 0%           | 0%                  | X                    | X                    | X                    |
| Ohio                      |               | 1,500               | X             | 0%           | 0%           | 0%                  | X                    | X                    | X                    |
| Tennessee                 |               | 1,500               | 41%           | 0%           | 0%           | 0%                  | 59%                  | 0%                   | 0%                   |
| Texas                     |               | 1,500               | X             | 0%           | 0%           | 0%                  | X                    | X                    | X                    |
| Hawaii                    |               | 1,800               | --            | --           | --           | --                  | --                   | --                   | --                   |
| Kentucky                  |               | 1,800               | X             | 0%           | 0%           | 0%                  | X                    | X                    | X                    |
| North Dakota              |               | 1,800               | X             | 0%           | 0%           | 0%                  | X                    | 0%                   | 0%                   |
| Montana                   | NIC           | 2,000               | X             | 0%           | 0%           | 0%                  | X                    | X                    | X                    |
| Iowa                      | NIC           | 2,100               | X             | 0%           | 0%           | 0%                  | X                    | X                    | X                    |
| Nebraska                  | N/A           | 2,100               | N/A           | N/A          | N/A          | N/A                 | N/A                  | N/A                  | N/A                  |
| Total Coverage: Written   |               |                     | 7/7           | 4/7          | 5/7          | 7/7                 | 7/7                  | 7/7                  | 7/7                  |
| Total Coverage: Practical |               |                     | 9/9           | 0/9          | 0/9          | 0/9                 | 7/9                  | 7/9                  | 7/9                  |

**Note:** Safety & San. = Safety & Sanitation; Bus. & Prof. = Business & Professionalism. N/A indicates no practical exam in that state. X indicates the topic was covered but was not broken out in such a way to determine a percentage of coverage. Dashes (--) indicate missing data.

The most important observation in Exhibit 10 is the lack of coverage of business and professionalism subtopics on cosmetology written or practical exams in any state. When covered, it was usually the subtopics of ethics, communication with consumers, or shop management, and these were always nested within another section and therefore no coverage percentage could be determined. Based on these data, it was expected that the cosmetology curriculum hours as regulated by state licensing boards would have minimal hours devoted to business and professionalism. However, this is not what was observed in this sample of cosmetology curriculum outlines, which required between 16 and 333 estimated hours for business and professionalism topics ( $M = 117.0$ ).

Whereas there was some variability in the topics and services covered and relative importance of each for the written exams, the practical exams for cosmetology appear fairly standardized across states in terms of the topics and services covered. Specifically, nearly all cosmetology practical exams in the sample covered safety and sanitation, hair care and services, nail care and services, and skin care and services, while none in the sample covered business and professionalism, legal issues, or scientific concepts. Relative importance or weighting of each topic was not usually specified for the practical exam.

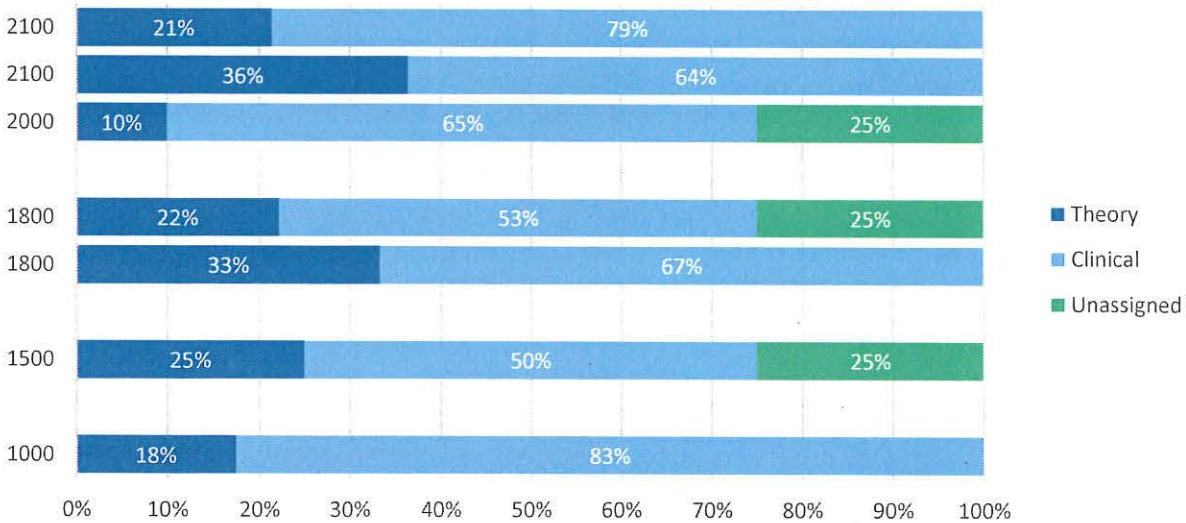
Although the content outlines of exams across states are presented together in this section, there was insufficient evidence to demonstrate equivalence of the exams developed by different test administrators in terms of content weighting or difficulty. Many of the test developers cited the use of SMEs when developing the outline and the relative weighting, however, there is not currently a means by which the content and difficulty of written sections can be compared across the different tests. Furthermore, the practical exam requires the use of expert raters, and cannot be considered equivalent without standardized rater training and widespread implementation of a single objective rating system such as a behaviorally anchored rating scale (BARS).<sup>6</sup> AIR collected anecdotal evidence from cosmetology SMEs that many practical exam raters tend to rate leniently, reluctant to fail examinees due to the face-to-face setting of the practical exam.

### **Theory and Clinical Hours**

Some states specify a certain number of theory-based (i.e., classroom) hours of instruction versus clinical-based hours of instruction, whereas other states do not make this distinction. A sample of states that explicitly stated the number of hours devoted to either theory or practical components were coded ( $n = 7$ ) and the results are illustrated in Exhibit 11.

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<sup>6</sup> Behaviorally anchored rating scales (BARS) are those that add behavioral scale anchors to a quantified rating scale, and are often used to rate performance. Although ratings using BARS may still contain bias, they are shown to be more reliable than other performance appraisal methods (Schwab, Heneman, & Decotiis, 1975; Kingstrom & Bass, 1981).

**Exhibit 11. Percentage of Total Hours Spent on Theory and Clinical Hours**

All states ( $n = 7$  out of 7) spent at least half of their curriculum hours on clinical rather than theory instruction ( $M = 65.1\%$ ).

## Conclusions

The review of curriculum hour requirements presented in this section provided insight into the specifics of the observed variability in requirements across states. The key findings of this research are as follows:

### Total Curriculum Hours

- Total curriculum hours range from 1,000 to 2,300 ( $M = 1,594.1$ ,  $SD = 259.9$ ).
- Two states require an apprenticeship in addition to curriculum hours, while others allow for the completion of an apprenticeship in place of the requirements of curriculum hours ( $n = 22$ ). Given the option of an apprenticeship substitution in some states, it may not always be the case that licensing examinees within a state have completed the curriculum hours reported for that state, making it more difficult to find a relationship between hours and licensing exam performance.
- There are no publically-available documented explanations of how each state assigns and/or revises the number of curriculum hours required for licensing, perhaps because many of these assignments were made several decades ago and have not changed since initial development. However, evidence suggests that factors such as geographical region and neighboring state requirements may have had an effect on curriculum hour assignments.

### Curriculum Hours by Topic

- Across the sample of states for which curriculum content was reviewed, there was great variation in the level of specificity at which hours were assigned. For example, in the sample of curricula, the number of topics for which hours were assigned ranged from 3 to 24. It may be inferred that states with less specific content outlines allow more freedom to the schools in assigning hours to specific content topics, however it is unclear whether or not these schools would vary greatly on perceived importance and time spent on

various content topics. Regardless, a more specific content outline would ensure greater standardization across schools within a state.

- Across the sample of states for which cosmetology curricula were reviewed, hair care and services, scientific concepts, and safety and sanitation were covered by the most hours. However, this should be considered a preliminary finding due to the large variation in content outline specifications reviewed during this research.
- The largest provider of cosmetology licensing exams (i.e., NIC) seems to align the exam outlines with the stated purpose of licensing, focusing only on content that covers the knowledge and skills required for safe practice at a minimal standard of service. Within the sample of state exam outlines reviewed, NIC and other test providers specified little to no coverage of business and professionalism topics on the licensing exam.

### Theory and Clinical Hours

- Across the samples of states for which cosmetology curricula were reviewed, nearly all spent at least 50% of the required curriculum hours on clinical-based rather than theory-based instruction.

## 1.2 Other Licensing Requirements

Just as it is important to evaluate the required coursework for licensing, it is also crucial to examine other licensing requirements to verify that they are adequate, but not excessive or irrelevant, for ensuring the qualifications of the licensed population. Along with the curriculum hour and exam requirements to become a licensed cosmetologist, most states have additional requirements to be eligible for licensure, such as a minimum age or education level prior to cosmetology school. A summary of these other requirements is provided below.

### Minimum Age and Educational Level

A summary of requirements for minimum age and educational level are presented in Exhibit 12.

**Exhibit 12. Summary of Minimum Age and Educational Level Requirements**

|                                  | n         | %    |
|----------------------------------|-----------|------|
| <b>Minimum Age</b>               | <b>40</b> |      |
| None Specified                   | 3         | 7.5  |
| 16 Years Old                     | 10        | 25.0 |
| 16.5 Years Old                   | 1         | 2.5  |
| 17 Years Old                     | 18        | 42.5 |
| 18 Years Old                     | 9         | 22.5 |
| <b>Minimum Educational Level</b> | <b>42</b> |      |
| None Specified                   | 3         | 7.1  |
| 8th Grade                        | 2         | 4.8  |
| 9th Grade                        | 2         | 4.8  |
| 10th Grade                       | 16        | 38.1 |
| 12th Grade or GED                | 19        | 45.2 |

Note: n = sample size.

Most states set a minimum age between 16 and 18 years as a requirement for a cosmetology license (n = 37). Although three states do not set a requirement, the practical effect of having no minimum age requirement for cosmetology licensure may be limited, as there are federal and often state laws that set a minimum age requirement to work.

Most states have a minimum educational level requirement for licensing (n = 39), with the majority of states sampled requiring the completion of 10<sup>th</sup> grade or higher. Similar to the minimum age requirement, the lack of education requirement in some states may have a limited impact because federal or state laws may require residents to attend school until a certain age. These results do not present an immediate concern in terms of inconsistent requirements being a barrier to entry into the field of cosmetology.

### Medical Exams

Although not always communicated clearly, one state requires medical criteria such as a physical exam or infectious disease testing for licensing. However, AIR collected anecdotal evidence from cosmetology SMEs that this requirement may not be enforced in this state. The requirement was likely created to address the importance of safety and sanitation in licensing for the protection of the consumer, but without clearly stating the reason for the requirement and conditions included it may be misconstrued by opponents of licensing as discrimination. If this type of requirement is to be retained in state licensing regulations, AIR recommends that it be standardized across states and documented as job-related so that it is legally defensible.

### License Renewal and Continuing Education

All states require licenses to be renewed every one to four years, with the most frequent requirement being every two years (n = 37). For each renewal period, some states require a minimum number of completed hours of continuing education (CE), but others do not. States that have a CE requirement typically require license renewal every one to three years, and require between one and 15 hours of CE per year of the renewal period. Some states require a portion of this continuing education to be completed in specific topics, whereas others do not specify. Some topics listed across a number of continuing education outlines included safety and sanitation, state law, and human trafficking. A summary of continuing education requirements is presented in Exhibit 13, excluding states that had unclear requirements.

**Exhibit 13. Summary of Continuing Education (CE) Requirements**

|                               | n  | Minimum | Maximum | Median | M   | SD  |
|-------------------------------|----|---------|---------|--------|-----|-----|
| Required (CE Hours Per Year*) | 17 | 1.3     | 15.0    | 4.0    | 5.0 | 3.3 |
| Not Required                  | 33 | --      | --      | --     | --  | --  |

Note: n = sample size; M = mean; SD = standard deviation.

\*CE hours per year is reported in this table, rather than per renewal period, to control for the length of the renewal period and provide a more meaningful description of the sample.

### Conclusions

The review of licensing requirements presented in this section highlights inconsistent licensing standards across states beyond curriculum hour requirements, and there were no apparent patterns in the types or magnitude of licensing requirements within each state. For example, among states with a high minimum age, there were both high and low minimum education requirements in those states. The key findings of this research are as follows:

#### Minimum Age and Educational Level

- Most states set a minimum age between 16 and 18 years as a requirement for a cosmetology license.

- Most states have a minimum educational level requirement for licensing, with the majority of states sampled requiring the completion of 10<sup>th</sup> grade or higher.
- The practical effect of these requirements may be limited because federal or state laws may require residents to attend school until a certain age and/or reach a certain age before working.

### **Medical Exams**

- Although not always communicated clearly, some states require medical criteria such as a physical exam or infectious disease testing for licensing. The requirement was likely created to address the importance of safety and sanitation in licensing for the protection of the consumer, but without clearly stating the reason for the requirement and conditions included it may be misconstrued by opponents of licensing as discrimination.

### **License Renewal and Continuing Education**

- All states require licenses to be renewed every one to four years, with the most frequent requirement being every two years. Some states require a minimum number of CE credits for each renewal period, but others do not. Of those states that require CE, some specify the topics to be covered (e.g., safety and sanitation, state law, human trafficking).

## CHAPTER 2: IMPACT OF CURRICULUM HOURS ON INDUSTRY OUTCOMES

Given the wide range of total curriculum hours required for cosmetology licensure (i.e., 1,000 to 2,300 hours), there is debate surrounding the appropriate number of curriculum hours to achieve desired outcomes. However, there do not appear to be documented explanations for how each state determines the required curriculum hours (whether through a review of curricula, analysis of training effects on outcomes, or another approach), and there is little current evidence to support the notion that higher curriculum hour requirements lead to more positive industry outcomes.

In exploring the relationship between curriculum hours and industry outcomes, there were three categories of outcomes that were of primary interest, as depicted in Exhibit 14.

### Exhibit 14. Industry Outcomes of Interest

| Education Outcomes  | Employment Outcomes  | Safety Outcomes  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• School Program Length</li> <li>• Graduation</li> <li>• Licensing Exam Performance</li> <li>• Job Placement</li> <li>• Student Financial Stability</li> <li>• School Financial Stability</li> </ul> | <ul style="list-style-type: none"> <li>• Employment Rates</li> <li>• Wages</li> <li>• Career Tenure</li> </ul> | <ul style="list-style-type: none"> <li>• Safety Incidents</li> <li>• Safety Complaints</li> <li>• Inspections</li> </ul> |

Data regarding these outcomes were obtained from cosmetology industry stakeholders. Preliminary results are presented below along with some specific recommendations for the future research.

### 2.1 Education Outcomes

Education outcomes of interest included school program length, graduation, licensing exam performance, job placement for graduates, student financial stability, and school financial stability. Exploring the relationship between curriculum hour requirements and these education outcomes is important for determining whether and how the number of curriculum hours may affect graduates' success and school financial stability. Although establishing a direct causal link between curriculum hours and any education variable is not possible without a controlled experimental research design to rule out alternative explanations, correlational analysis can provide preliminary evidence of an observed relationship between curriculum hours and other variables of interest.

It should also be noted that the correlations were examined at the state level rather than school level (i.e., data obtained from schools were aggregated to the state level before performing the analysis) given that the interest is in the implications of state-level educational variables such as curriculum hours and various educational outcomes in a given state. Therefore, observed relationships are based on relatively small sample sizes and the findings must be interpreted with caution.



In 2010, the U.S. Department of Education (DOE) issued a set of regulations in an effort to improve the accountability and success of postsecondary programs in preparing students for gainful employment. These regulations require qualifying institutions to disclose certain information, including graduation rates, job placement rates, cohort default rates, and student loan debt. Furthermore, schools are often required to disclose exam pass rates and financial metrics to maintain accreditation status. It is important to note that although institutions are required to provide this information, the method through which some of this information is collected and reported varies across schools and may not allow for direct comparisons.

## School Program Length

School program length indicates the estimated number of months a cosmetology student takes to complete a school program. This outcome and its relationship with curriculum hours is important to explore because opponents of licensing may view a longer timeline from enrollment to completion as a barrier to graduation and, therefore, entry into the profession. School-level data for this variable were obtained from the National Center for Education Statistics (NCES)<sup>7</sup> for the 2015-2016 school year. Exhibit 15 provides a summary of school program length; for the data by state, refer to Appendix A: State-Level Data.

### Exhibit 15. Summary of School Program Length

|                                       | n* | Minimum | Maximum | Median | M**  | SD** |
|---------------------------------------|----|---------|---------|--------|------|------|
| Estimated Time to Completion (Months) | 11 | 9.1     | 15.6    | 14.7   | 13.0 | 2.3  |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states that were included in the data, and does not indicate the number of schools represented overall. Data were only obtained for schools within 11 states that were of particular interest during this research. Data were not obtained for Washington, D.C.

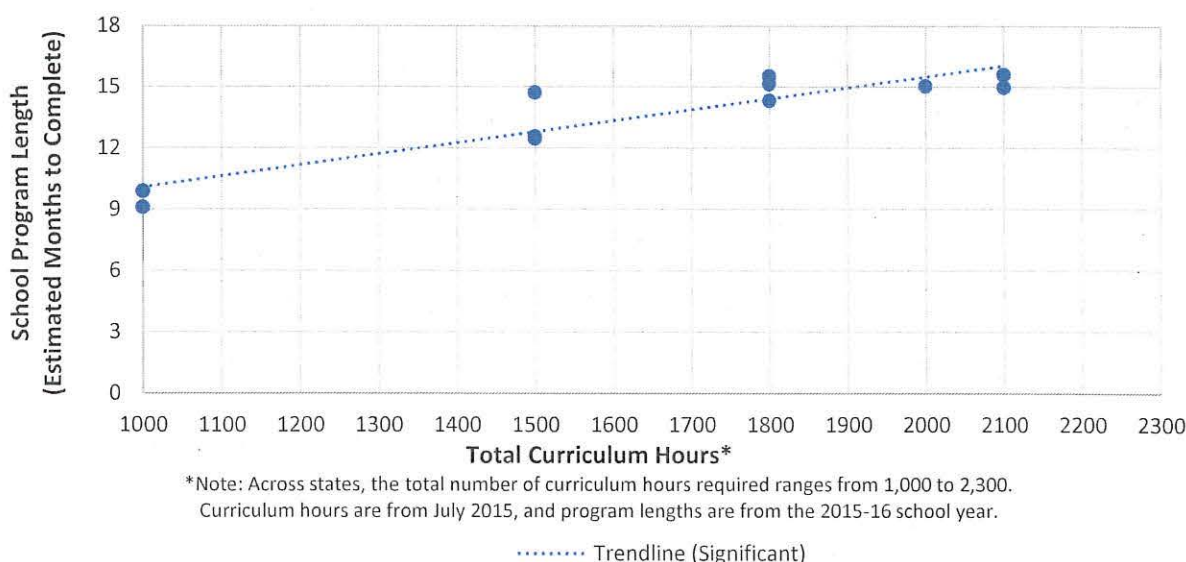
\*\*This mean was calculated by averaging the data across all schools in the sample (n = 243), and the standard deviation was based on this mean.

#### Information regarding these data:

- Excluded from this data set are large institutions with campuses in multiple states.

The state-level estimated time to completion ranges from 9.1 to 15.6 months, with an average of 13.0 ( $SD = 2.3$ ). To determine whether the total number of curriculum hours across states may be associated with the program length, a correlational analysis at the state level was conducted. Results of this analysis are presented in Exhibit 16.

<sup>7</sup> <http://nces.ed.gov/collegenavigator/>

**Exhibit 16. Curriculum Hours and School Program Length**

The graph in Exhibit 16 illustrates a strong positive and significant relationship between the total number of curriculum hours and the school program length in months ( $r = .92, p < .01$ ), which suggests that students in states with higher curriculum hour requirements experience a longer timeline from enrollment to completion of hours, and vice versa. The strong relationship between these variables is logical, and in many cases the length of a program may be a nearly interchangeable proxy to a state's curriculum hour requirement. However, these analyses are correlational in nature and there may be other variables that impact school program length.

## Graduation

Graduation rates represent the percentage of students that successfully completed all requirements for graduation, which—in addition to completing the required curriculum hours—may also include non-academic requirements such as paying all tuition and fees.<sup>8</sup> This outcome and its relationship with curriculum hours is important to explore because opponents of licensing may view higher requirements for curriculum hours as a barrier to graduation and, therefore, entry into the profession. State-level data for graduation were available from the National Accrediting Commission of Career Arts and Sciences (NACCAS) for NACCAS-accredited schools. Specifically, this data set includes graduation rates that were calculated by taking the *number of students who were scheduled to graduate in 2013 (as reported by the school), and determining the percentage of these students who actually graduated prior to November 30, 2014 (as reported by the school)*, aggregated by state (NACCAS, 2014). Exhibit 17 provides a summary of graduation rates; for the data by state, refer to Appendix A: State-Level Data.

<sup>8</sup> Although school program completion (i.e., completing one's hours) may be a preferred variable for the analysis of licensing requirements' impact on entry into the field because it is not as clearly impacted by financial requirements, data on this variable were not available at the time of this research.

**Exhibit 17. Summary of Graduation (NACCAS-Accredited Schools Only)**

|                     | n* | Minimum | Maximum | Median | M**  | SD** |
|---------------------|----|---------|---------|--------|------|------|
| Graduation Rate (%) | 50 | 55.1    | 86.1    | 68.9   | 69.6 | 5.1  |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states (including Washington, D.C.) that were included in the data, and does not indicate the number of schools represented overall.

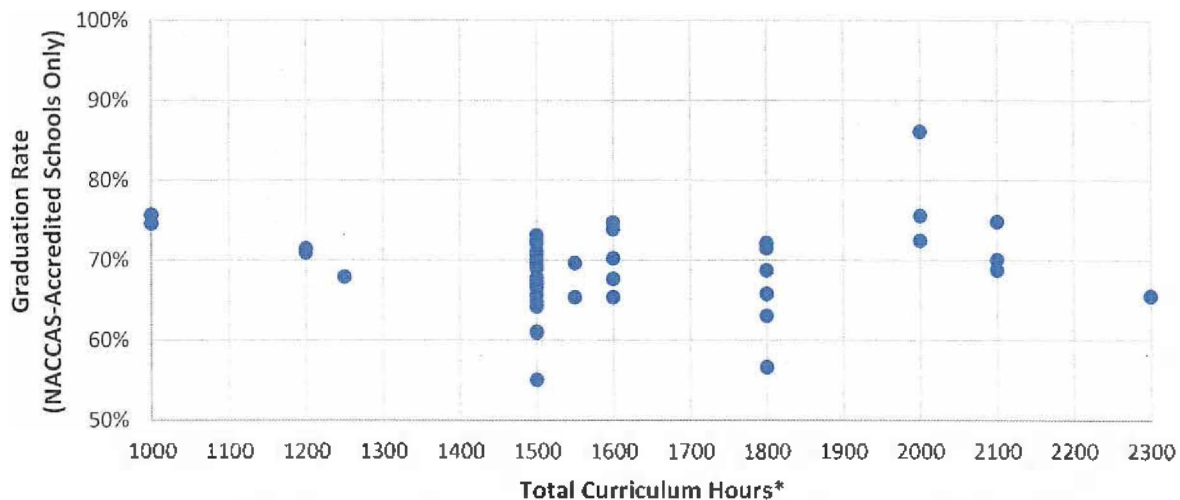
\*\*Mean was calculated by dividing the total number of students who graduated in the sample by the total number of students scheduled to graduate in the sample, and the standard deviation was based on this mean.

NACCAS provided the following information regarding these data:

- The data are not specific to cosmetology programs and include other programs within the beauty and wellness industry such as barbering, esthetics, manicuring, massage therapy, and instructors. There are also some schools included that have more general wellness programs (e.g., medical assistant, patient care assistant) but these wellness programs likely account for less than a tenth of a percent of the data.

The state-level graduation rates range from 55% to 86%, with an average of nearly 70% (M = 69.6%, SD = 5.1%). To determine whether the total number of curriculum hours across states is related to graduation rates, a correlational analysis was conducted. Results of this analysis are presented in Exhibit 18.

**Exhibit 18. Curriculum Hours and Graduation Rates**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and graduation rates are from 2013-2014.

The graph in Exhibit 18 shows the variability in graduation rates across the range of total curriculum hours. Statistically, there is no evidence of a relationship<sup>9</sup> between total curriculum hours and graduation rates in this sample of NACCAS-accredited schools. This analysis is interesting to consider in combination with the previous analysis for school program length; although higher hours may be related to longer time to complete the program, these students are not necessarily lagging in terms of graduation.

**Licensing Exam Performance**

Licensing exam pass rates represent the proportion of licensing candidates that score above the threshold (typically 70-75% of questions answered correctly) that is thought to represent the

<sup>9</sup> The correlation was not significant relative to the standard alpha level (p) of .05.

minimum entry-level requirements for being a practitioner. The majority of states administer both written and practical licensing exams, and pass rates are calculated separately for each section. Exam pass rates and their relationship with curriculum hours is important to explore to determine whether states with a higher requirements for curriculum hours may be associated with more safe and competent licensing candidates. The usefulness of this variable is limited by several factors, including the fact that there are a number of exam providers across states, there is often little variability in observed state-level pass rates, the data usually include repeat test takers (who have had the advantage of taking the test before), and not all examinees may have obtained the stated curriculum hours for that state (instead choosing an apprenticeship substitution).

State-level data on exam pass rates were obtained from two sources, and these data are described below and summarized in Exhibit 19.

The first sample included overall pass rate data from NACCAS for NACCAS-accredited schools. Specifically, these data included licensure rates that were calculated by taking the *number of graduates (from the 2013 graduation rate) who sat for all sections of their required licensure exam prior to November 30, 2014 (as reported by the school) and determining the percentage that passed<sup>10</sup> all sections of the exam prior to November 30, 2014 (as reported by the school); NACCAS, 2014*. These data were not broken down by written and practical exam sections. NACCAS data exist for 49 states (excluding Alaska) and Washington, D.C. For the data by state, refer to Appendix A: State-Level Data.

The second sample included written and practical exam section pass rate data from NIC. Specifically, these data include exam pass rates that were calculated by dividing the *number of examinees who passed each section between February 1 and August 24, 2015* by the *number of examinees who sat for each section between February 1 and August 24, 2015*. Because these data only include the states that administer the NIC exam sections, written exam pass rates are available for 28 states and Washington, D.C., and practical exam pass rates are available for 21 states. For the data by state, refer to Appendix A: State-Level Data.

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<sup>10</sup> This includes not only those that passed on their first attempt, but also those that failed on their first attempt and re-took and passed all sections of the exam prior to November 30, 2014.

**Exhibit 19. Summary of Exam Pass Rates**

|   | n* | Minimum | Maximum | Median | M**  | SD** |
|---|----|---------|---------|--------|------|------|
| Overall Pass Rate (%)<br>(NACCAS-Accredited Schools Only) | 50 | 85.7    | 100.0   | 97.2   | 93.6 | 4.2  |
| NIC Written Exam Pass Rate (%)                            | 29 | 66.4    | 100.0   | 90.4   | 85.0 | 7.7  |
| NIC Practical Exam Pass Rate (%)                          | 21 | 81.8    | 100.0   | 97.4   | 93.7 | 5.2  |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states (including Washington, D.C.) that were included in the data, and does not indicate the number of schools represented overall.

\*\*The mean for overall pass rate was calculated by dividing the total number of examinees who passed all sections of the exam in the sample by the total number of examinees who sat for all sections of the exam in the sample.

The means for written and practical exam pass rates were calculated by dividing the total number of examinees who passed each section in the sample by the total number of examinees who sat for each section in the sample. The standard deviations were based on these means.

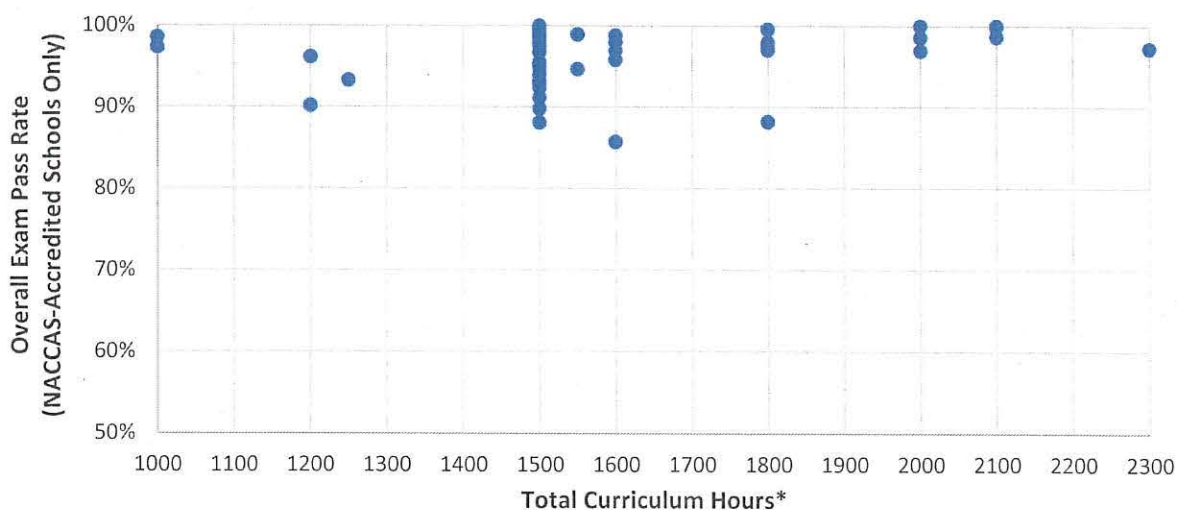
**NACCAS provided the following information regarding the overall pass rate data:**

- The data are not specific to cosmetology programs and include other programs within the beauty and wellness industry such as barbering, esthetics, manicuring, massage therapy, and instructors. There are also some schools included that have more general wellness programs (e.g., medical assistant, patient care assistant) but these wellness programs likely account for less than a tenth of a percent of the data.
- Not all states issue exam reports to the schools. In states where no exam report is issued, it can be close to impossible for a school to determine its pass rate, because the information is not available. In these cases, schools must try to obtain the results by using an online license verification (which confirms licensed students, but does not show exam results) and by contacting students directly. It is possible that pass rates may be inflated for states where no exam report is issued because failing scores may be underreported.

Within the NACCAS data set, the state-level overall exam pass rates range from 86% to 100% ( $M = 93.6\%$ ,  $SD = 4.2\%$ ). Within the NIC exam data set, the written and practical exam pass rates range from 66% to 100% and 82% to 100% respectively. Across states, the average NIC pass rates are consistently higher for the practical section ( $M = 93.7\%$ ,  $SD = 5.2\%$ ) than for written ( $M = 85.0\%$ ,  $SD = 7.7\%$ ), and the difference is statistically significant.<sup>11</sup> Because the practical exam requires the use of expert raters, a comparison of scores may not be appropriate without standardized rater training (Feldman, Lazzara, Vanderbilt, & DiazGranados, 2012) and implementation of more objective rating systems such as behaviorally anchored rating scales (BARS; Debnath, Lee, & Tandon, 2015). AIR collected anecdotal evidence from SMEs that many practical exam raters tend to rate leniently, and are reluctant to fail examinees due to the face-to-face context of the practical exam. This may be one of many contributing factors to the observed difference in pass rates for written and practical sections of the exam. It should be noted that, within the NIC data set, all states had a curriculum hour requirement above the overall U.S. median (i.e., 1,500), therefore restricting the range of curriculum hours represented in this data set.

To determine whether the total number of curriculum hours across states may be related to exam pass rates, correlational analyses were conducted within the NACCAS data set. Results of this analysis are presented in Exhibit 20. However, correlational analyses were not conducted for the NIC data set because of there was a lack of available data for states with curriculum requirements below the median.

<sup>11</sup> A paired-samples t-test was conducted in the states where both written and practical pass rates were available ( $n = 20$ ), and there was a significant difference in the pass rates for the theory ( $M = 90.1\%$ ,  $SD = 5.2\%$ ) and practical ( $M = 95.2\%$ ,  $SD = 5.0\%$ ) exam sections;  $t(19) = -3.38$ ,  $p = 0.003$ .

**Exhibit 20. Curriculum Hours and Overall Exam Pass Rates (NACCAS-Accredited Schools Only)**

\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and overall exam pass rates are from 2014.

The graph in Exhibit 20 illustrates the lack of apparent relationship between the total number of curriculum hours and overall exam pass rates for NACCAS-accredited schools, and the correlational analysis resulted in a non-significant finding.<sup>12</sup> This finding may be due, in part, to the small range of variability in overall pass rates for this sample. Specifically, when a sample has a restricted range of scores, the correlation will be reduced.

### Job Placement

Job placement rates represent the proportion of graduating students that find employment in jobs directly related to the field of study within some period of time. Job placement rates and their relationship with curriculum hours is important to explore to determine whether higher requirements for curriculum hours may be associated with more qualified and marketable candidates. However, the usefulness of this variable is limited by several factors. For example, it could be confounded in many ways, such as by a geographical area's economic status or a student's resources or motivation to applying for employment.

State-level data for this variable were available from NACCAS for NACCAS-accredited schools. Specifically, this data set included job placement rates that were calculated by dividing the *number of eligible graduates who were employed at any point prior to November 30, 2014 in a field for which their training prepared them (as reported by the school)* by the *number of graduates (from the 2013 graduation rate) who were eligible for placement*<sup>13</sup> (as reported by the school; NACCAS, 2014). Exhibit 21 provides a summary of job placement rates; for the data by state, refer to Appendix A: State-Level Data.

<sup>12</sup> The correlation was not significant relative to the standard alpha level ( $p$ ) of .05.

<sup>13</sup> All graduates must be declared eligible for placement unless they meet one of the following five conditions for ineligibility: (1) The graduate is deceased; (2) The graduate is permanently disabled; (3) The graduate is deployed for military service/duty; (4) The graduate studied under a student visa and is ineligible for employment in the U.S.; or (5) The graduate continued his/her education at an institution under the same ownership (e.g., a graduate of your cosmetology program subsequently enrolled in the instructor program of an institution under the same ownership). Note that being unlicensed is *not* a valid exclusion/exemption for employment.

**Exhibit 21. Summary of Job Placement (NACCAS-Accredited Schools Only)**

|                        | n* | Minimum | Maximum | Median | M**  | SD** |
|------------------------|----|---------|---------|--------|------|------|
| Job Placement Rate (%) | 50 | 66.3    | 90.6    | 74.6   | 73.6 | 5.7  |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states (including Washington, D.C.) that were included in the data, and does not indicate the number of schools represented overall.

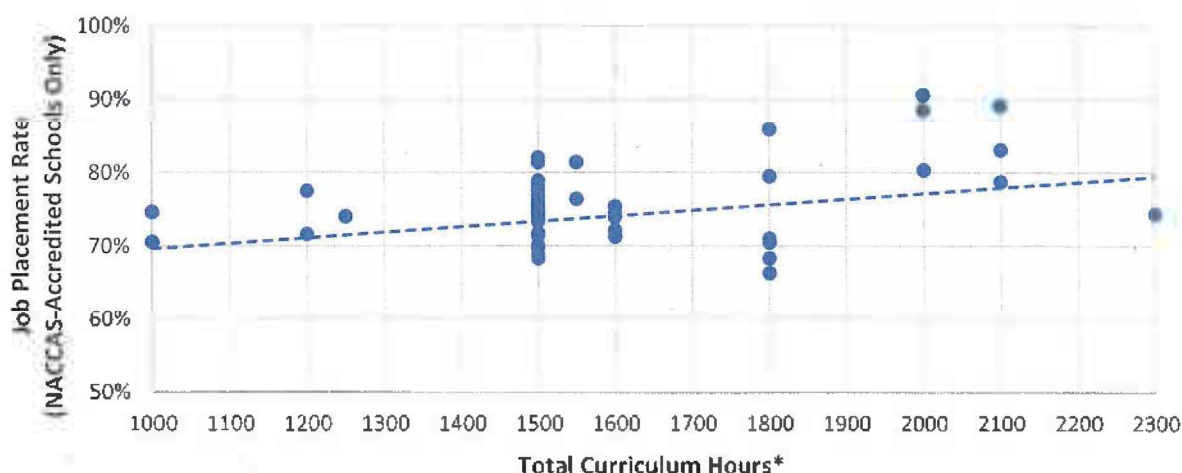
\*\*Mean was calculated by dividing the total number of graduates who were employed in the sample by the total number of students eligible for placement in the sample, and the standard deviation was based on this mean.

NACCAS provided the following information regarding these data:

- The data are not specific to cosmetology programs and include other programs within the beauty and wellness industry such as barbering, esthetics, manicuring, massage therapy, and instructors. There are also some schools included that have more general wellness programs (e.g., medical assistant, patient care assistant) but these wellness programs likely account for less than a tenth of a percent of the data.

The state-level job placement rates range from 66% to 91%, with an average of 73.6% (SD = 5.7%). To determine whether the total number of curriculum hours across states may be related to job placement rates, a correlational analysis was conducted. Results of this analysis are presented in Exhibit 22.

**Exhibit 22. Curriculum Hours and Job Placement Rates (NACCAS-Accredited Schools Only)**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300.

Curriculum hours are from July 2015, and job placement rates are from 2014.

----- Trendline (Significant)

The graph in Exhibit 22 illustrates a positive and significant relationship between the total number of curriculum hours and job placement rates ( $r = .42, p < .01$ ). In other words, states with higher curriculum hours tend to also have higher placement rates. Although this is a significant finding and the relationship is fairly strong, it is important to note that this relationship is correlational and it cannot be determined whether a higher number of curriculum hours *causes* higher job placement rates.

### Student Financial Stability

An important outcome to examine in relation to curriculum hours is student financial stability, because opponents of licensing may view negative financial consequences (e.g., higher program expenses, higher debt) in states with higher requirements for curriculum hours as evidence of higher curriculum hours causing a financial burden for students that may, in turn, cause a barrier to entry into the profession. We examined several variables that serve as proxies for student

financial stability: (1) school program expenses, (2) Pell Grants, (3) student loan debt, and (4) cohort default. Each analysis is discussed below.

### School Program Expenses

In addition to standard living expenses (e.g., rent, food), students incur direct educational expenses to attend cosmetology school programs, such as tuition, books, and other supplies. School-level data for tuition and books/supplies were obtained from the National Center for Education Statistics (NCES)<sup>14</sup> for the 2015-2016 school year. Exhibit 23 provides a summary of school program expenses; for the data by state, refer to Appendix A: State-Level Data.

#### Exhibit 23. Summary of School Program Expenses

|                                      | n* | Minimum  | Maximum  | Median   | M**      | SD**    |
|--------------------------------------|----|----------|----------|----------|----------|---------|
| Tuition for Full Program (\$)        | 11 | 12,263.1 | 19,235.2 | 14,511.9 | 14,611.2 | 2,300.4 |
| Books/Supplies for Full Program (\$) | 11 | 1,111.6  | 2,269.3  | 1,673.8  | 1,700.5  | 385.4   |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states that were included in the data, and does not indicate the number of schools represented overall. Data were only obtained for schools within 11 states that were of particular interest during this research. Data were not obtained for Washington, D.C.

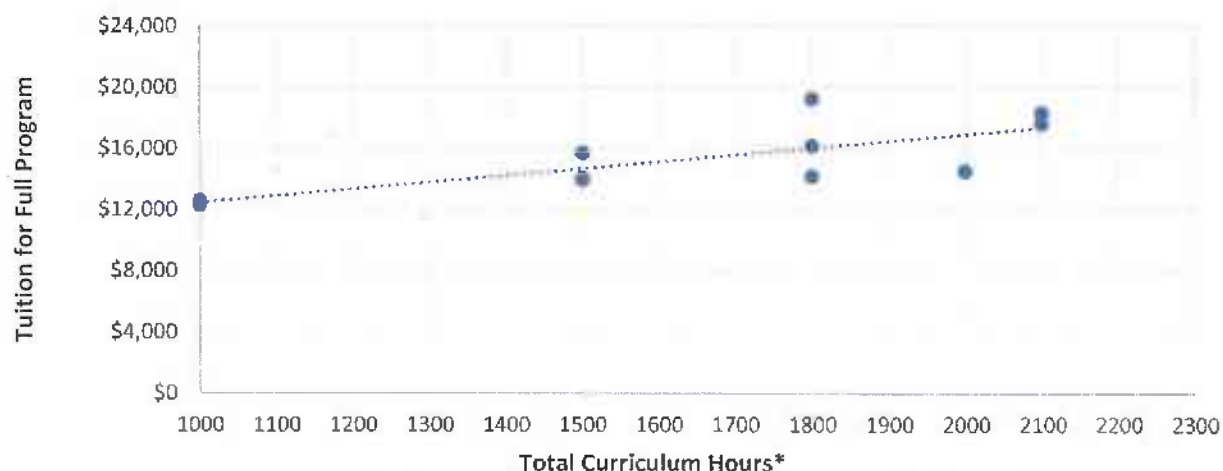
\*\*Means were calculated by averaging the data across all schools in the sample (n = 244 for tuition and n = 231 for books/supplies), and the standard deviations were based on these means.

#### Information regarding these data:

- Excluded from this data set are large institutions with campuses in multiple states.

Tuition expenses range from about \$12,250 to \$19,250 with an average of \$14,611.2 ( $SD = \$2,300.4$ ). Expenses for books/supplies range from about \$1,100 to \$2,275 with an average of \$1,700.5 ( $SD = \$385.4$ ). To determine whether the total tuition costs and total costs for books and supplies are related to the number of curriculum hours across states, two separate correlational analyses were conducted at the state level and are presented in Exhibit 24 (tuition) and Exhibit 25 (books/supplies).

#### Exhibit 24. Curriculum Hours and Tuition

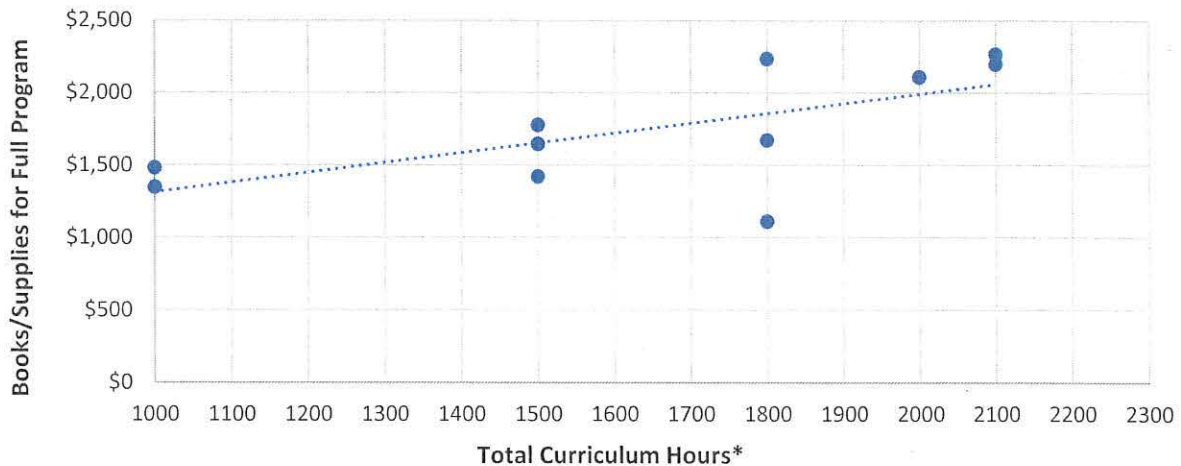


\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and tuition expenses are from the 2015-16 school year.

..... Trendline (Significant)

<sup>14</sup> <http://nces.ed.gov/collegenavigator/>



**Exhibit 25. Curriculum Hours and Books/Supplies**

\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and books/supplies expenses are from the 2015-16 school year.

..... Trendline (Significant)

The graph in Exhibit 24 shows a positive and significant relationship between the total number of curriculum hours and tuition expenses ( $r = .76, p < .01$ ), and the graph in Exhibit 25 shows a positive and significant relationship between the total number of curriculum hours and expenses for books and supplies ( $r = .66, p < .05$ ). These results suggest that students in states with a higher number of total curriculum hours incur higher expenses to attend cosmetology school for both tuition and books and supplies.

**Student Loan Debt**

Many students obtain loans for their education with the expectation that they will be able to pay off the loan once they obtain employment after graduation. However, in cosmetology, as in other industries, graduates are often not able to make the required payments with an entry-level salary. It is important to examine the relationship between curriculum hours and student loan debt because opponents of cosmetology licensing may view higher debt in states with higher requirements for curriculum hours as evidence of higher curriculum hours causing a financial burden for students that may, in turn, cause a barrier to entry into the profession. However, the usefulness of this variable is limited by several factors. For example, it could be confounded in many ways, such as by a geographical area's economic status or students' individual differences (e.g., resources or motivation with regard to applying for jobs or repaying a loan).

State-level data on median Title IV funding were obtained from individual school websites, which are assumed to be reasonably up-to-date. It should be noted that the data from this source only represent a limited sample of schools and may not include all debt incurred by students when attending cosmetology programs.

**Exhibit 26. Summary of Title IV Funding**

|                         | n* | Minimum | Maximum  | Median   | M**     | SD**    |
|-------------------------|----|---------|----------|----------|---------|---------|
| Median Title IV Funding | 11 | 6,984.4 | 14,666.7 | 11,685.4 | 9,532.8 | 2,691.4 |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states that were included in the data, and does not indicate the number of schools represented overall. Data were only obtained for schools within 11 states that were of particular interest during this research. Data were not obtained for Washington, D.C.

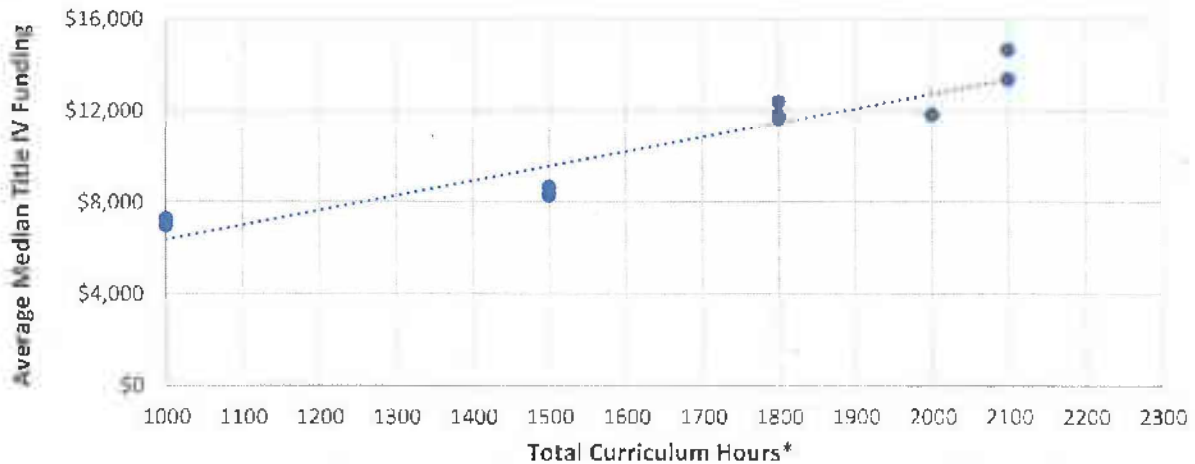
\*\*Mean was calculated by averaging the data across all schools in the sample (n = 154), and the standard deviation was based on this mean.

Information regarding these data:

- Excluded from this data set are large institutions with campuses in multiple states.

Median Title IV funding ranges from about \$7,000 to \$14,750, with an average of \$9,532.8 (SD = \$2,691.4). To determine whether the total number of curriculum hours across states may be associated with Title IV funding, a correlational analysis at the state level was conducted. These results are presented in Exhibit 27.

**Exhibit 27. Curriculum Hours and Median Title IV Funding**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and Title IV funding is from individual school websites (year unknown).

..... Trendline (Significant)

The graph in Exhibit 27 illustrates a positive and significant relationship between the total number of curriculum hours and the median Title IV funding amount ( $r = .94, p < .01$ ). In other words, students that attend programs in states with higher curriculum hours tend to incur higher median funding, on average. Although significant, these analyses are correlational in nature and it should be noted that there are likely additional variables that impact loan amounts.

**Cohort Default**

The cohort default rate (CDR) is a measure of federal loan borrowers that enter repayment in a given fiscal year (FY; October 1 to September 30) and default before the end of the next one to two fiscal years. This outcome and its relationship with curriculum hours is important to explore because opponents of licensing may view higher cohort default rates in states with higher requirements for curriculum hours as evidence of higher curriculum hours causing a financial burden for students that may, in turn, cause a barrier to entry into the profession. However, the usefulness of this variable is limited by several factors. For example, it could be confounded in

many ways, such as by a geographical area’s economic status or students’ individual differences (e.g., resources or motivation with regard to applying for jobs).

School-level data for this variable were obtained from DOE. Specifically, this data set included the FY 2012 official 3-year cohort default rates for cosmetology programs at schools participating in the Title IV student financial assistance programs, calculated as the *percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal FY, and default or meet other specified conditions prior to the end of the second following FY.*<sup>15</sup> Exhibit 28 provides a summary of cohort default rates; for the data by state, refer to Appendix A: State-Level Data.

**Exhibit 28. Summary of Cohort Default Rates (Title IV Cosmetology Programs Only)**

|                         | n* | Minimum | Maximum | Median | M**  | SD** |
|-------------------------|----|---------|---------|--------|------|------|
| Cohort Default Rate (%) | 48 | 8.5     | 28.8    | 14.4   | 17.1 | 4.7  |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states (including Washington, D.C.) that were included in the data, and does not indicate the number of schools represented overall.

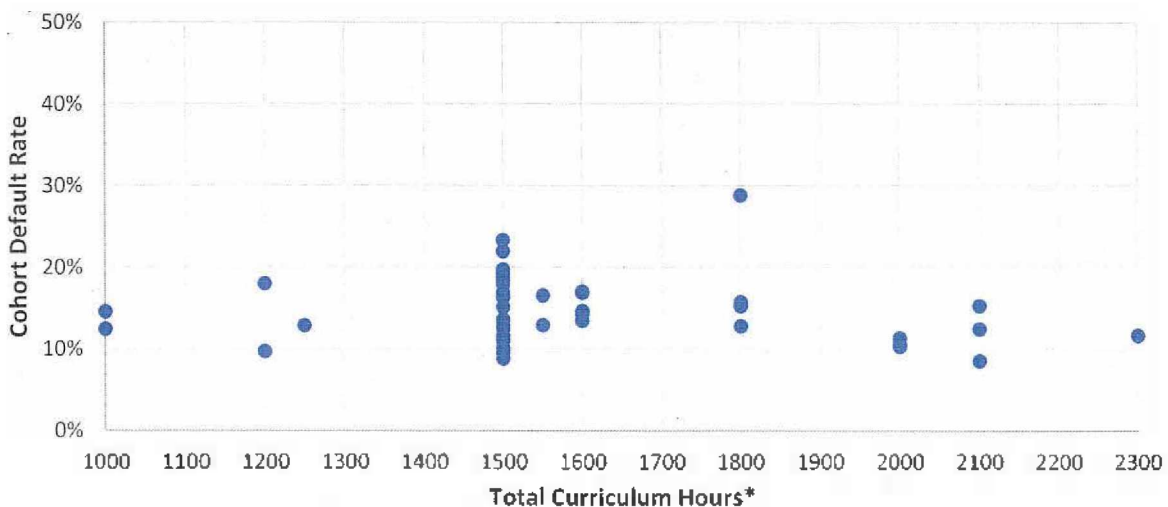
\*\*This mean for this analysis was calculated by dividing total number of borrowers who enter repayment and default in the sample by the total number of borrowers who enter repayment in the sample, and the standard deviation was based on this mean.

Information regarding these data:

- Excluded from this data set are large institutions with campuses in multiple states.

The state-level cohort default rates range from 8.5% to 28.8%, with an average of 17.1% (SD = 4.7). To determine whether the total number of curriculum hours across states may be associated with cohort default rate, a correlational analysis at the state level was conducted. These results are presented in Exhibit 29.

**Exhibit 29. Curriculum Hours and Cohort Default Rate (Title IV Schools Only)**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and cohort default rates are from 2012.

<sup>15</sup> Refer to the Cohort Default Rate Guide (<http://ifap.ed.gov/DefaultManagement/finalcdrq.html>) for a more in-depth description of cohort default rates and how the rates are calculated.

The graph in Exhibit 29 shows the variability in cohort default rate across the range of total curriculum hours. Statistically, there is no evidence of a relationship<sup>16</sup> between these variables for this sample of Title IV cosmetology programs.

### Pell Grants

In addition to loans, students may receive grants to pay for schooling. The most popular federal grant is called a Pell Grant, which is limited to students with financial need, who have not earned their first bachelor's degree, or who are enrolled in certain post-baccalaureate programs through participating institutions. A Pell Grant, unlike a loan, does not have to be repaid; as such, the impact of this cost is incurred by taxpayers. In the 2010-2011 academic year, Pell Grants cost taxpayers \$35.6 billion (Robinson & Cheston, 2012). Therefore, it is important to explore the relationship between curriculum hours and the amount of Pell Grants to help determine the return on investment for higher total curriculum hours. In other words, if states with higher curriculum hour requirements are not found to relate more strongly to positive outcomes than do states with lower requirements, it may indicate that grant dollars could be allocated elsewhere to be more effective (assuming grant amounts are correlated with the total number of curriculum hours per state).

The maximum amount for a Pell Grant award changes yearly, and the amount awarded of this maximum to any one student depends on the student's financial need, cost of attendance, status as a full-time or part-time student, and plans to attend school for a full academic year or less (Federal Student Aid, 2016).<sup>17</sup> School-level data for this variable were obtained from the NCES<sup>18</sup> for the 2015-2016 school year. Specifically, this data set included the average Pell Grant for cosmetology programs in a single year (operationalized as 900 hours) for full-time beginning undergraduate students (i.e., those who are entering postsecondary education for the first time). To extrapolate the Pell Grant amount for the full curriculum hour requirement, a multiplier was applied to the data (e.g., programs with 1,800 hours were given a multiplier of two). Exhibit 30 provides a summary of Pell Grants for one year and full program; for the data by state, refer to Appendix A: State-Level Data.

### Exhibit 30. Summary of Pell Grants

|                                  | n* | Minimum | Maximum  | Median  | M**     | SD**    |
|----------------------------------|----|---------|----------|---------|---------|---------|
| Pell Grant for One Year (\$)     | 11 | 4,112.4 | 4,674.9  | 4,473.4 | 4,360.8 | 179.7   |
| Pell Grant for Full Program (\$) | 11 | 4,712.8 | 10,658.0 | 8,736.7 | 7,316.9 | 2,158.6 |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states that were included in the data, and does not indicate the number of schools represented overall. Data were only obtained for schools within 11 states that were of particular interest during this research. Data were not obtained for Washington, D.C.

\*\*The means for this analysis were calculated by averaging the data across all schools in the sample (n = 231), and the standard deviations were based on these means.

#### Information regarding these data:

- Excluded from this data set are large institutions with campuses in multiple states.

Pell Grant award amounts for one year range from about \$4,000 to \$4,750, with an average of \$4,360.8 (SD = \$179.7). For a full program, award amounts range from about \$4,750 to

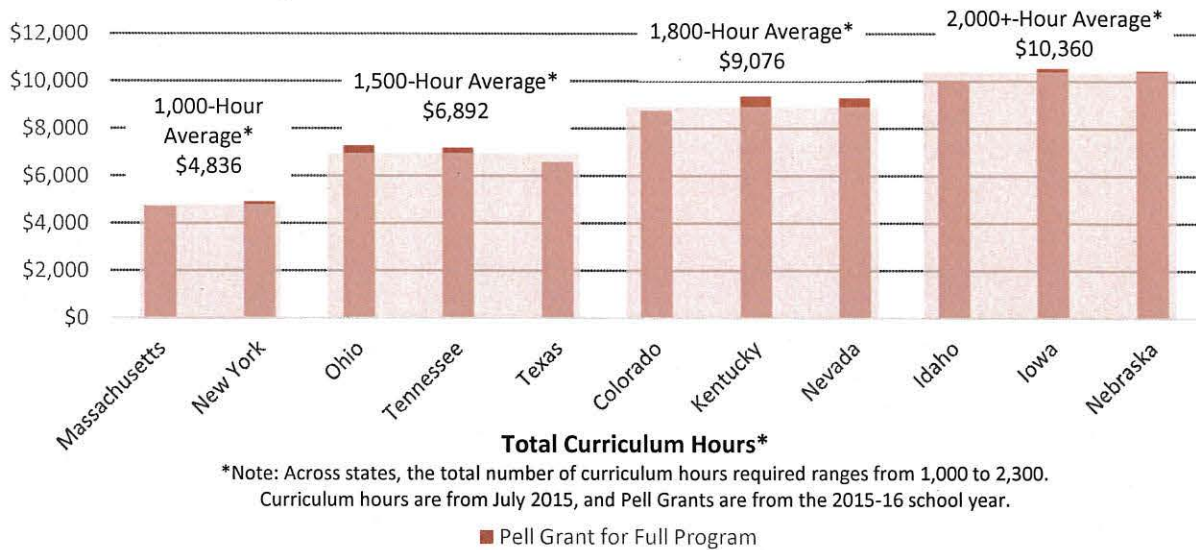
<sup>16</sup> The correlation was not significant relative to the standard alpha level ( $p$ ) of .05.

<sup>17</sup> For more information, visit <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>.

<sup>18</sup> <http://nces.ed.gov/collegenavigator/>

\$10,750, with an average of \$7,316.9 ( $SD = \$2,158.6$ ). A correlational analysis was precluded for Pell Grant amounts for a full program because curriculum hours were used to create this variable, as discussed previously; however, Exhibit 31 illustrates the clear upward trend in this variable such that as total curriculum hours increase, Pell Grant amounts for a full program also increase.

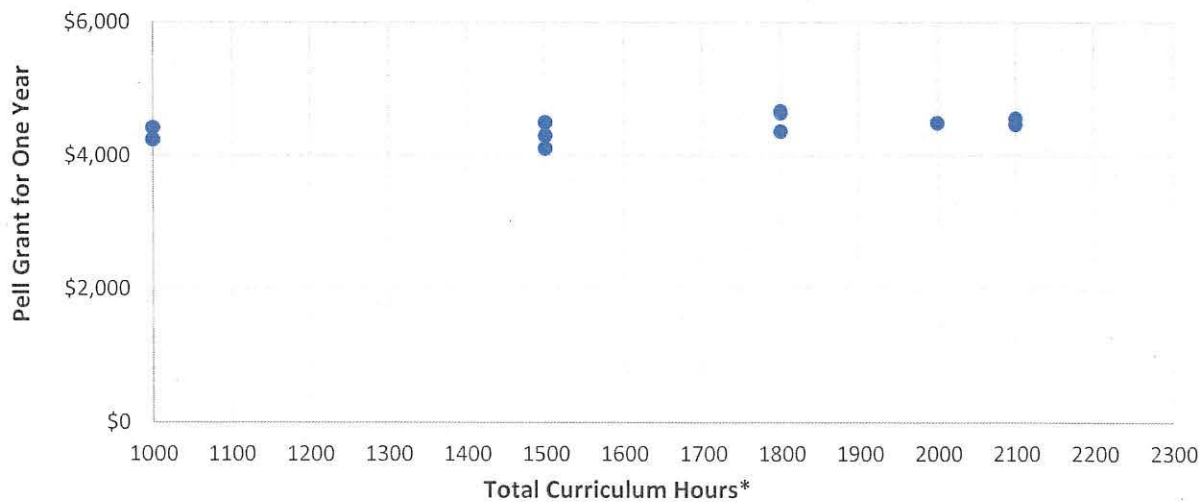
**Exhibit 31. Curriculum Hours and Pell Grants for Full Program**



\*The group-level means were calculated by grouping schools by their total curriculum hour requirements, and averaging the Pell Grant amounts for each group. The sample size for each group is as follows: 1,000-hour  $n = 48$ ; 1,500-hour  $n = 115$ ; 1,800-hour  $n = 28$ ; 2,000+-hour  $n = 39$ .

To determine whether the total number of curriculum hours across states may be related to the Pell Grant award amounts for one year, a correlational analysis was conducted and results are presented in Exhibit 32.

**Exhibit 32. Curriculum Hours and Pell Grants for One Year**



The graph in Exhibit 32 illustrates the lack of apparent relationship between the total number of curriculum hours and the Pell Grant amount for one year, and the correlational analysis resulted in a non-significant finding.<sup>19</sup> This finding may be due, in part, to the small range of variability in Pell Grant award amounts for this sample. Specifically, when a sample has a restricted range of scores, the correlation will be reduced. Furthermore, recall that Pell Grant award amounts are determined by several factors that do not include the number of curriculum hours (i.e., the student's financial need, cost of attendance, status as a full-time or part-time student, and plans to attend school for a full academic year or less).

### School Financial Stability

School financial stability is an index of the financial health of a school, and may be defined and measured in many ways. For this particular research, a comparison of relative financial stability of schools across states was of interest to explore whether higher curriculum hours may have an impact on schools' financial stability.

State-level data for this variable were available from NACCAS for NACCAS-accredited schools. Specifically, this data set includes information on each state's 2013-2014 financial compliance rate (i.e., the *number of compliant school owners*<sup>20</sup> divided by the *number of school owners* in each state), and average composite score (ranging from -1 to +3, with a higher score indicating greater stability), which is a calculation involving a school's primary reserve ratio, equity ratio, and net income ratio.<sup>21</sup> Exhibit 33 provides a summary of school financial stability metrics in a sample of 11 states; for the data by state, refer to Appendix A: State-Level Data.

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<sup>19</sup> The correlation was not significant relative to the standard alpha level ( $p$ ) of .05.

<sup>20</sup> A school must meet a minimum composite score of 1.5 (or one of NACCAS' alternate criteria) to be compliant. The specific criteria for compliance with NACCAS financial requirements can be found in Standard VII, Criterion 1 of the NACCAS handbook:

<http://elibrary.naccas.org/InfoRouter/docs/Public/NACCAS%20Handbook/Standards%20and%20Criteria/Standard%20VII%20Financial%20Practices%20and%20Management.pdf>.

<sup>21</sup> A detailed breakdown of the calculation for the NACCAS composite score can be found at the bottom of the NACCAS Applications and Forms website (<http://naccas.org/naccas/all-applications-forms>), in a Microsoft Excel file titled "Composite Score Formula."

**Exhibit 33. Summary of School Financial Stability Metrics (NACCAS-Accredited Schools Only)**

|                                      | n* | Minimum | Maximum | Median | M**  | SD** |
|--------------------------------------|----|---------|---------|--------|------|------|
| NACCAS Financial Compliance Rate (%) | 11 | 87.5    | 100.0   | 96.0   | 95.3 | 3.9  |
| Mean NACCAS Composite Score          | 11 | 1.8     | 2.6     | 2.1    | 2.1  | 0.2  |

Note: n = sample size; M = mean; SD = standard deviation.

\*This sample size (n) indicates the number of states that were included in the data, and does not indicate the number of schools represented overall. Due to the confidential nature of these data, data were only obtained for schools within 11 states that were of particular interest during this research. Data were not obtained for Washington, D.C.

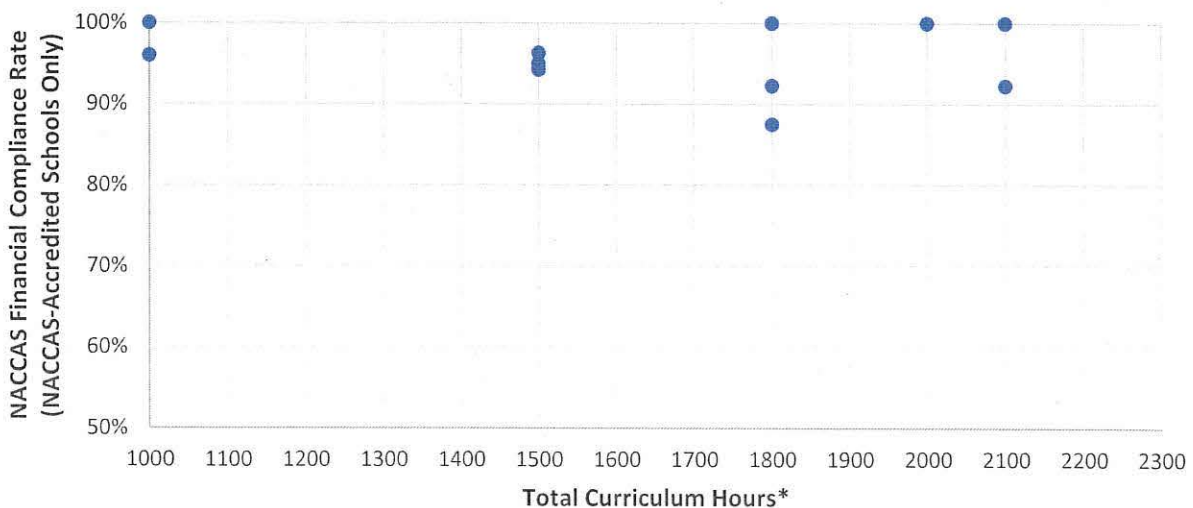
\*\*The mean for NACCAS financial compliance rate is calculated by dividing the *total number of compliant school owners* by the *total number of school owners* in the 11-state sample. However, due to the confidentiality of school-level data, NACCAS composite scores were obtained only at the state level (i.e., the average composite score for each state), and the mean for this variable is calculated by averaging the state-level data (n = 11). The standard deviation for composite score is based on this mean.

**NACCAS provided the following information regarding these data:**

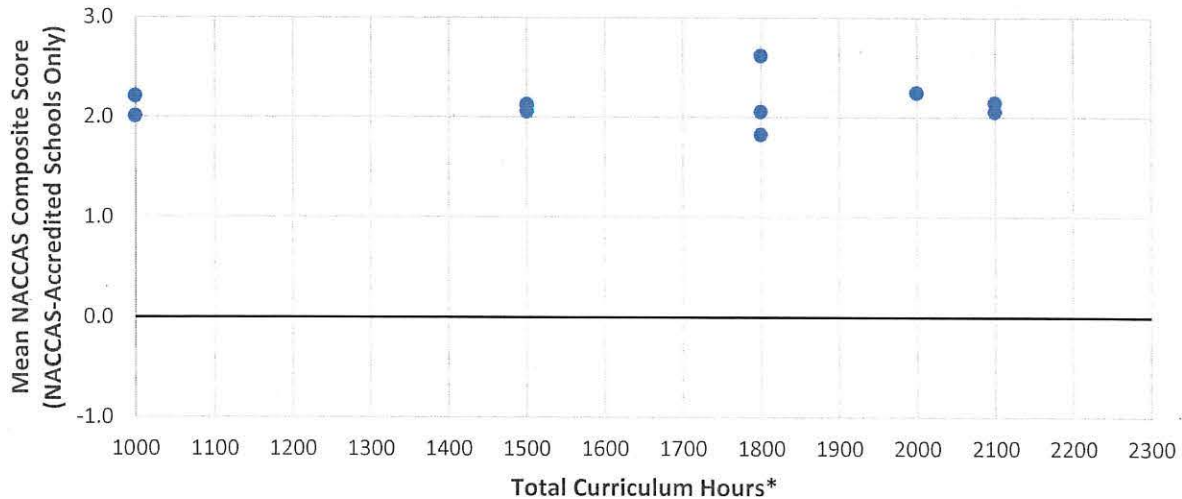
- The data are not specific to cosmetology programs and include other programs within the beauty and wellness industry such as barbering, esthetics, manicuring, massage therapy, and instructors. There are also some schools included that have more general wellness programs (e.g., medical assistant, patient care assistant) but these wellness programs likely account for less than a tenth of a percent of the data.
- Excluded from this data set are large institutions with campuses in multiple states.
- Because financial statements are submitted by company, not individual campus, each company's financial statements are only counted once.

The state-level compliance rates range from 88% to 100% ( $M = 95.3$ ,  $SD = 3.9$ ). The state-level average composite scores range from 1.8 (just above the compliance cut-off of 1.5) to 2.6 ( $M = 2.1$ ,  $SD = 0.2$ ). To determine whether the total number of curriculum hours across states may be related to these school financial stability metrics, a correlational analysis at the state level was conducted. These results are presented in Exhibit 34 (compliance rate) and Exhibit 35 (composite score).

**Exhibit 34. Curriculum Hours and NACCAS Financial Compliance Rates (NACCAS-Accredited Schools Only)**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and NACCAS financial compliance rates are from 2011.

**Exhibit 35. Curriculum Hours and NACCAS Composite Score (NACCAS-Accredited Schools Only)**

\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and mean NACCAS composite scores are from 2011.

There is a relatively small amount of variance for both school financial stability variables in this sample of 11 states. Statistically, there is no evidence of a relationship<sup>22</sup> between total curriculum hours and these variables for this sample of NACCAS-accredited schools.

## Conclusions

This preliminary review revealed correlational relationships between curriculum hours and education outcomes.<sup>23</sup> The key findings of this research are as follows:

### School Program Length

- The state-level school program lengths range from 9.1 to 15.6 months, with an average of 13.0 ( $SD = 2.3$ ).
  - There is a strong positive and significant relationship between the total number of curriculum hours and the school program length in months, which suggests that students in states with a higher curriculum hour requirements experience a longer timeline from enrollment to completion of hours, and vice versa.

### Graduation

- For NACCAS-accredited schools, the state-level graduation rates range from 55% to 86%, with an average of nearly 70%.
  - Although there is variability in graduation rates across states, there is no evidence of a relationship between total curriculum hours and graduation rate for NACCAS-accredited schools.

### Licensing Exam Performance

- In the sample of states that administer the NIC *written* exam, pass rates range from 66% to 100%. In the sample of states that use the NIC *practical* exam, pass rates range from

<sup>22</sup> The correlation was not significant relative to the standard alpha level ( $p$ ) of .05.

<sup>23</sup> These relationships are correlational in nature, and causation cannot be implied.



82% to 100%. For a sample of states that use *both* NIC exam sections, the average pass rates are consistently higher for practical than for written, and the difference is statistically significant. Correlational analyses were not conducted for the NIC data set because of there was a lack of available data for states with curriculum requirements below the median (i.e., 1,500).

- The practical exam requires the use of expert raters, and cannot be considered equivalent without standardized rater training and implementation of more objective rating systems such as behaviorally anchored rating scales. AIR collected anecdotal evidence from cosmetology SMEs that many practical exam raters tend to rate leniently, reluctant to fail examinees due to the face-to-face setting of the practical exam.
- State-level *overall* pass rates for NACCAS-accredited schools (data were not broken down by written and practical exam sections) ranged from 86% to 100%.
  - Correlational analyses revealed that for NACCAS-accredited schools, there is no apparent relationship between the total number of curriculum hours and overall exam pass rates. This finding may be due, in part, to the small range of variability in overall pass rates for this sample.
- The usefulness of assessing licensing exam performance is limited by several factors, including the fact that there are a number of exam providers across states, there is often little variability in observed state-level pass rates, the data usually include repeat test takers (who have had the advantage of taking the test before), and not all examinees may have obtained the stated curriculum hours for that state (instead choosing an apprenticeship substitution).

### Job Placement

- The state-level job placement rates range from 66% to 91%, with an average of 73.6% ( $SD = 5.7\%$ ).
  - For NACCAS-accredited schools, there is a positive and significant relationship between the total number of curriculum hours and job placement rates.

### Student Financial Stability

- Tuition expenses range from about \$12,250 to \$19,250 with an average of \$14,611.2 ( $SD = \$2,300.4$ ). Expenses for books/supplies range from about \$1,100 to \$2,275 with an average of \$1,700.5 ( $SD = \$385.4$ ).
  - There is a positive and significant relationship between total curriculum hours and expenses for tuition as well as books and supplies.
- The state-level cohort default rates range from 8.5% to 28.8%, with an average of 17.1%.
  - Although there is variability in cohort default rates across states, there is no evidence of a relationship between total curriculum hours and cohort default rate for this sample of Title IV cosmetology programs.
- Median Title IV funding ranges from about \$7,000 to \$14,750, with an average of \$9,532.8 ( $SD = \$2,691.4$ ).
  - There is a positive and significant relationship between the total number of curriculum hours and the median federal loan amount.
- Pell Grant award amounts for one year range from about \$4,000 to \$4,750, with an average of \$4,360.8 ( $SD = \$179.7$ ). To extrapolate the Pell Grant amount for the full curriculum hour requirement, a multiplier was applied to the data (e.g., programs with

1,800 hours were given a multiplier of two). For a full program, award amounts range from about \$4,750 to \$10,750, with an average of \$7,316.9 ( $SD = \$2,158.6$ ).

- o Correlational analyses revealed that there is no apparent relationship between the total number of curriculum hours and Pell Grant award amounts for one year. This finding may be due, in part, to the small range of variability for Pell Grant award amounts for this sample.
- o A correlational analysis was precluded for Pell Grant amounts for a full program because curriculum hours were used to create this variable; however, there is a clear upward trend in this variable such that as total curriculum hours increase, Pell Grant amounts for a full program also increase.

### School Financial Stability

Two metrics of school financial stability were analyzed for this research, both obtained from NACCAS: the percent of compliant schools in a state and the average financial composite score.

- For NACCAS-accredited schools, financial compliance rates range from 88% to 100%, with an average of 95.3%, and average composite scores range from 1.8 (just above the financial compliance cut-off of 1.5) to 2.6, with an average of 2.1.
  - o There is a relatively small amount of variance for both variables in the sample that was analyzed, and there is no evidence of a relationship between curriculum hours and these variables for this sample of NACCAS-accredited schools.

## 2.2 Employment Outcomes

Employment outcomes of interest included employment rates, wages, and career tenure. It is important to explore the relationship between curriculum hour requirements and these employment outcomes to determine whether and how curriculum hours be related to the number of cosmetology students that enter into these fields, the economic success of practitioners once on the job, and the length of time that practitioners work in the industry. Although establishing a direct causal link between curriculum hours and any employment variable is not possible without a controlled experimental research design to rule out alternative explanations, correlational analysis can provide preliminary evidence of an observed relationship between curriculum hours and other variables of interest.

To explore the impact that the total number of curriculum hours may have on these employment outcomes, state-level outcome data were compiled. AIR used the Bureau of Labor Statistics (BLS)<sup>24</sup> as the source for all employment data presented in this section of the report. Each analysis is described below, followed by results. In the case of career tenure, no data were available. Therefore, only a discussion of future analysis follows.

### Employment Rates

BLS (2015) projects a growth of 13% for cosmetology over the time period of 2012-2022. However, policy makers in the cosmetology industry are concerned that a high number of curriculum hours may be perceived by aspiring practitioners as a barrier to entry into the field

<sup>24</sup> BLS is a federal agency that collects, compiles, analyzes, and disseminates economic data to the public.

and may discourage would-be practitioners from pursuing these occupations. Given this, employment rate is an important variable for analysis.

The BLS (2016) data for “employment per 1,000 jobs” were used as the employment rate for this analysis, and indicates the number of cosmetology jobs per 1,000 jobs in a given area.<sup>25</sup> Exhibit 36 provides a summary of employment rates; for the data by state, refer to Appendix A: State-Level Data.

**Exhibit 36. Summary of Employment Rates**

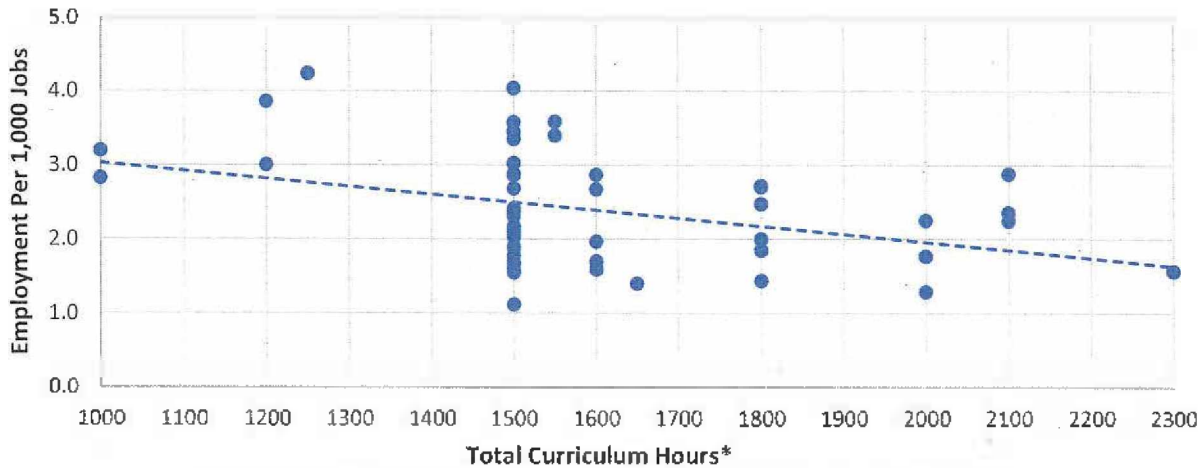
|  | n* | Minimum | Maximum | Median | M** | SD** |
|--|----|---------|---------|--------|-----|------|
| Employment in Cosmetology per 1,000 Jobs | 51 | 1.1     | 4.2     | 2.3    | 2.4 | 0.8  |

Note: n = sample size; M = mean; SD = standard deviation.

\*\*Mean was calculated by averaging state-level data, and standard deviation was based on this mean.

The state-level employment rates range from 1.1 to 4.2 per 1,000 jobs, with an average of 2.4 (SD = 0.8). To determine whether the total number of curriculum hours across states may be related to employment rates, a correlational analysis was conducted. These results are presented in Exhibit 37.

**Exhibit 37. Curriculum Hours and Employment Rates**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and employment rates are from May 2015.

----- Trendline (Significant)

The graph in Exhibit 37 illustrates a strong negative and significant relationship between the total number of curriculum hours and employment rates ( $r = -.37, p < .01$ ), which provides evidence that states with a higher number of total curriculum hours tend to have lower employment rates. However, these analyses are correlational in nature and there may be other variables that impact employment rates.

<sup>25</sup> Learn more at [http://www.bls.gov/oes/current/oes\\_abo.htm](http://www.bls.gov/oes/current/oes_abo.htm).

## Wages

The analysis of the relationship between curriculum hours and wages could help determine whether increased wages are a benefit of extended education. The BLS (2016) data for “average hourly wage” were used as the wage variable for this analysis, and is calculated using the estimated total hourly wages of an occupation divided by its estimated employment (i.e., the estimated total occupational employment not including self-employment). However, there are two primary limitations to these data: (1) the data reported incorporate reported hourly wage information, which excludes data on tips—a significant source of income for those in the service industry; and (2) wage estimates are for wage and salary workers only, which excludes self-employed persons. Exhibit 38 provides a summary of wages; for the data by state, refer to Appendix A: State-Level Data.

**Exhibit 38. Summary of Wages**

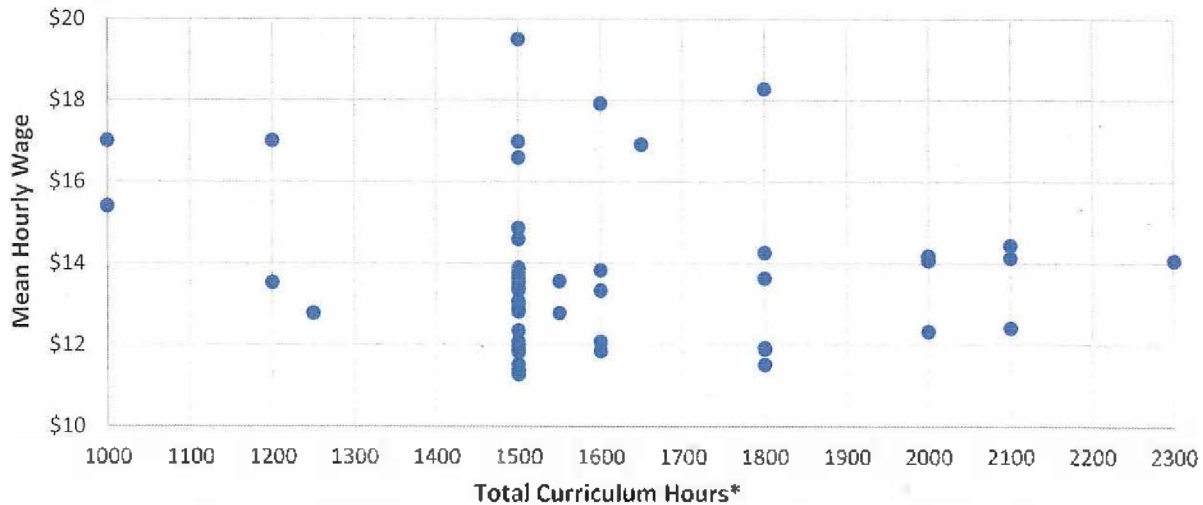
|                       | n* | Minimum | Maximum | Median | M**  | SD** |
|-----------------------|----|---------|---------|--------|------|------|
| Mean Hourly Wage (\$) | 51 | 11.3    | 19.5    | 13.4   | 13.7 | 2.0  |

Note: n = sample size; M = mean; SD = standard deviation.

\*\*Mean was calculated by averaging state-level data, and the standard deviation was based on this mean.

The state-level mean hourly wage amounts range from \$11.3 to \$19.5, with an average of \$13.7 (*SD* = \$2.0). To determine whether the total number of curriculum hours across states may be associated with mean hourly wage, a correlational analysis was conducted. These results are presented in Exhibit 39.

**Exhibit 39. Curriculum Hours and Wages**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and wages are from May 2015.

The graph in Exhibit 39 shows the variability in mean hourly wage across the range of total curriculum hours. Statistically, there is no evidence of a relationship<sup>26</sup> between total curriculum hours and wages.

<sup>26</sup> The correlation was not significant relative to the standard alpha level ( $\rho$ ) of .05.

## Career Tenure

An analysis of the relationship between career tenure and curriculum hours—especially those spent on practical work—may provide insight into whether students in states with a higher number of curriculum hours have a more realistic preview of the job, and are, therefore, better prepared to succeed in and stick to a career in the field. Data on this outcome variable were not available via BLS or other data sources during this research, and this analysis is recommended as a future direction for research.

## Impact of Other Licensing Requirements on Employment Outcomes

The relationships between other licensing requirements (e.g., CE credits, length of renewal period) and employment outcomes were tested, and there were no significant relationships found.

## Conclusions

This preliminary review revealed correlational relationships between curriculum hours and employment outcomes.<sup>27</sup> However, there are extensive limitations in the available employment data for the cosmetology profession, and it is recommended that this analysis be further examined with more complete and systematically-collected data. The key findings of the current research are as follows:

### Employment Rates

- The state-level employment rates range from 1.1 to 4.2 per 1,000 jobs, with an average of 2.4 ( $SD = 0.8$ ).
  - There is a strong negative and significant relationship between the total number of curriculum hours and employment rates.

### Wages

- The state-level mean hourly wage amounts range from \$11.3 to \$19.5, with an average of \$13.7.
  - Although there is variability in mean hourly wage across states, there is no evidence of a relationship between total curriculum hours and wages.

### Career Tenure

- There are insufficient data on career tenure to explore the impact that curriculum hours may have on this employment outcome. Should the data be collected, they may provide insight into whether students in states with a higher number of curriculum hours have a more realistic preview of the job, and are therefore better prepared to succeed in a career in the field.

### Impact of Other Licensing Requirements on Employment Outcomes

- There are no significant relationships between other licensing requirements (e.g., CE credits, length of renewal period) and the employment outcomes examined in this research.

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<sup>27</sup> These relationships are correlational in nature, and causation cannot be implied.

## 2.3 Safety Outcomes

The primary purpose of licensure for cosmetologists is to ensure the safety of the consumers receiving services, and the requirements for licensing should ensure that practitioners have the knowledge and skills required to perform the job safely. A 2012 national post-election study showed that 94 percent of the voting public supports licensing in the beauty industry, and a vast majority of the voting population believes that if states were to stop license requirements, then safety (82%) and quality (76%) would decline (PBA, 2013). With the goal of standardizing licensing requirements in mind, safety outcomes could, therefore, be the primary criteria by which the success of various requirements is measured.

To provide a system of accountability for standards of safety and health, state board officials or third parties may inspect beauty establishments on a scheduled or random basis, and may investigate practitioners and beauty establishments as a result of complaints filed with the state board. State boards typically track the number of complaints filed, safety incidents reported, inspections conducted, and violations resulting from inspections.

Although state boards receive and track information on complaints and safety incidents, standardized state-level information on the quantity or type of complaints and safety incidents was not readily available. To collect data for these analyses, AIR administered a survey to cosmetology state board administrators, and a summary of the results is presented below.

### Safety Incidents and Complaints

The number of safety incidents and complaints reported by the state board administrators widely varied, as shown in Exhibit 40. Due to the small sample sizes for each variable, these data are presented in summary only to describe the overall range of occurrence, and no inferences are appropriate at this time. It should be noted that AIR collected anecdotal evidence from cosmetology SMEs that complaints are sometimes a result of personal disputes between practitioners or competing establishments rather than a threat to consumer safety, further limiting its usefulness.

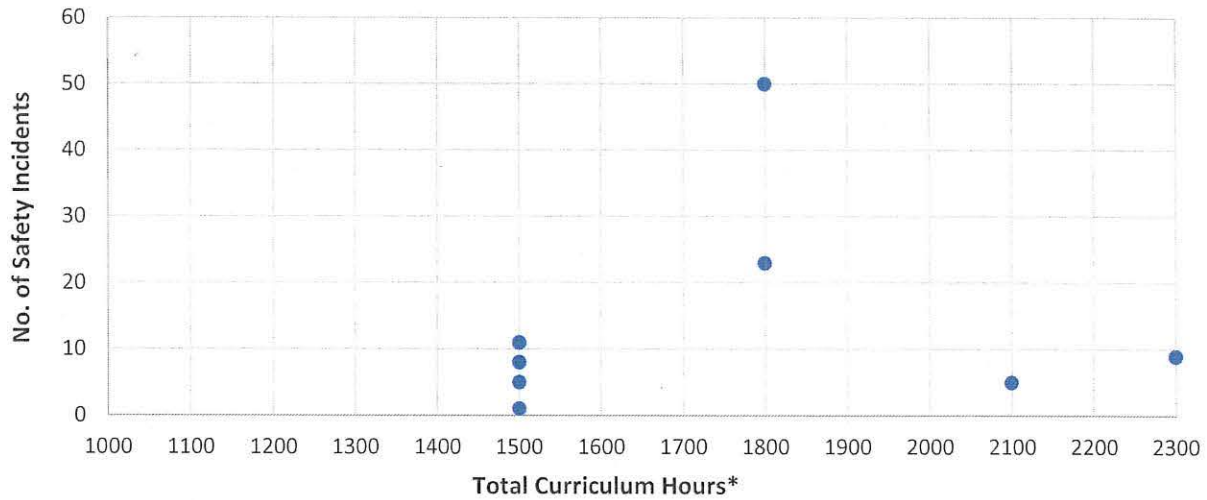
**Exhibit 40. Summary of Safety Incidents and Complaints**

|                         | n  | Minimum | Maximum | Median | M     | SD    |
|-------------------------|----|---------|---------|--------|-------|-------|
| No. of Safety Incidents | 8  | 1       | 50      | 8.5    | 14.0  | 15.9  |
| No. of Complaints       | 16 | 5       | 2,708   | 84     | 408.6 | 762.5 |

Note: n = sample size; M = mean; SD = standard deviation.

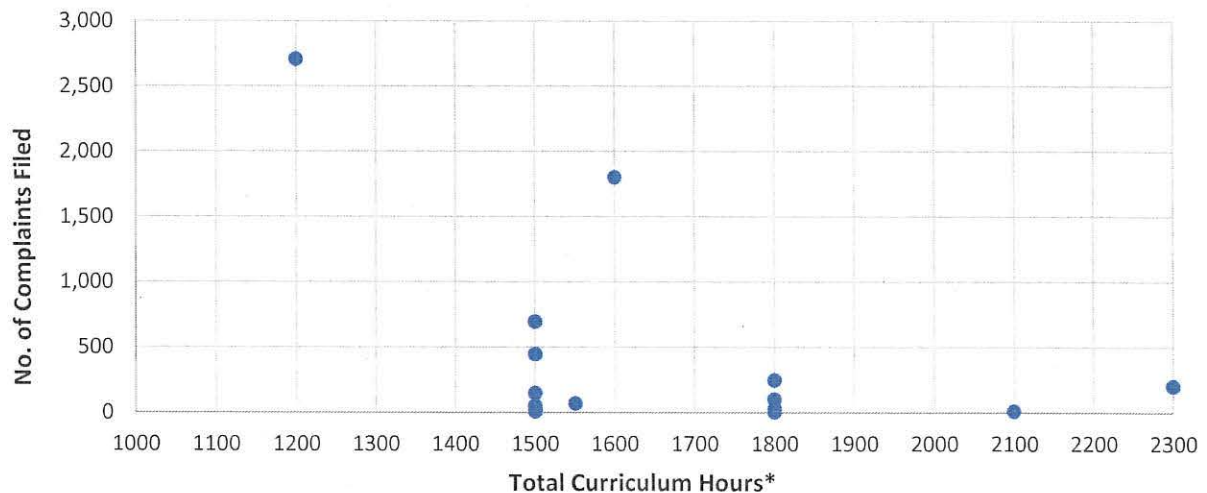
To illustrate the absence of any relationship between curriculum hours and each of these variables for this small sample of states, each survey response is plotted against the total number of curriculum hours for that state in Exhibit 41 (safety incidents) and Exhibit 42 (complaints filed). The small sample sizes precluded a correlational analysis for these variables.

**Exhibit 41. Curriculum Hours and Safety Incidents**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and number of safety incidents are from 2014-2015.

**Exhibit 42. Curriculum Hours and Complaints Filed**



\*Note: Across states, the total number of curriculum hours required ranged from 1,000 to 2,300. Data on curriculum hours are from July 2015, and data on the outcome variable are from 2014-2015.

**Inspections**

In most states, inspections of beauty establishments are performed in two ways. Most commonly, inspections are conducted on a randomized schedule, and in some cases establishments are visited multiple times throughout the year. State boards may also perform inspections in response to consumer complaints, but this occurs less often than random inspections. Although it is interesting to examine the variability in inspections across states, a causal relationship between curriculum hours and number of inspections is not expected because inspections are more often conducted proactively rather than in response to a safety incident or complaint. Instead, the number of inspections is more likely to be affected by the vastly different structure, size, and resources of state boards. Additionally, the number of beauty establishments varies across states and larger and more populated states would likely have more inspections

compared to smaller and less populated states. For all of these reasons, comparing the relative number of inspections across states would be inappropriate.

A summary of the number of inspections conducted in a single year as reported by the sample of survey respondents is presented in Exhibit 43. However, for the reasons cited above, this is included only to describe the range and variability of data across states and no inferences or conclusions about these data are made.

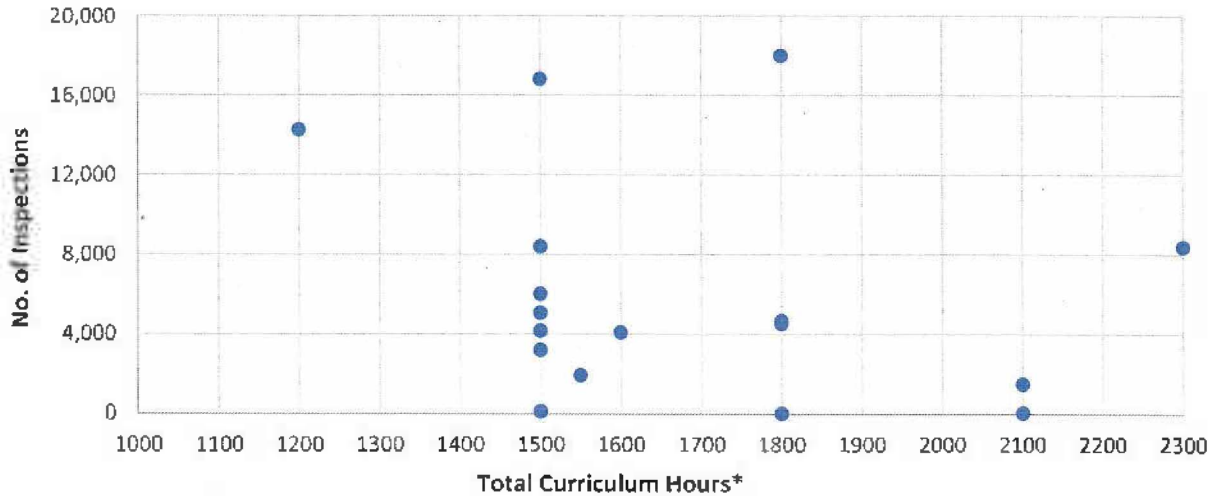
**Exhibit 43. Summary of Inspections**

|                    | n  | Minimum | Maximum | Median | M       | SD      |
|--------------------|----|---------|---------|--------|---------|---------|
| No. of Inspections | 17 | 25      | 18,000  | 4,527  | 5,954.3 | 5,604.9 |

Note: n = sample size; M = mean; SD = standard deviation.

To illustrate the absence of any relationship between curriculum hours and inspections for this small sample of states, each survey response is plotted against the total number of curriculum hours for that state in Exhibit 44.

**Exhibit 44. Curriculum Hours and Inspections**



\*Note: Across states, the total number of curriculum hours required ranges from 1,000 to 2,300. Curriculum hours are from July 2015, and number of inspections are from 2014-2015.

### Types of Violations

When asked about the most common violations witnessed during inspections, respondents indicated two primary types of violations: safety and sanitation, and inadequate licensing (i.e., no license, expired license, or license not displayed). Other responses included practicing outside scope of services, having pets in the shop, falsifying an application, and unprofessional conduct. A full list of survey responses is presented in Appendix A: State-Level Data.



## Impact of Other Licensing Requirements on Safety Outcomes

The relationships between other licensing requirements (e.g., CE credits, length of renewal period) and safety outcomes were tested, and there were no significant relationships found. However, with a more complete and standardized sample of safety outcomes, it could be useful to analyze and track potential trends and effects of other requirements in the future, especially as the cosmetology industry landscape changes with the likely implementation of new, standardized licensing requirements.

## Conclusions

This preliminary review of the relationship between licensing requirements and safety outcomes was inconclusive due to the extensive limitations in the available safety data for the cosmetology profession. Given that the primary purpose of licensure for cosmetologists is to ensure the safety of the consumers receiving services, it is recommended that this analysis be further examined with more complete and systematically-collected data. The key findings of this research are as follows:

- To provide a system of accountability for standards of safety and health, state board officials or third parties may inspect beauty establishments on a scheduled or random basis, and may investigate practitioners and beauty establishments as a result of complaints filed with the state board.
- State boards typically track the number of complaints filed, safety incidents reported, inspections conducted, and violations resulting from inspections. However, standardized, state-level information on the quantity or qualities of these outcomes was not readily available.
- Anecdotal evidence from cosmetology SMEs indicates complaints are often a result of personal disputes between practitioners or competing establishments rather than threats to consumer safety.
- Given the available data, there is no evidence of a relationship between curriculum hours and the number of safety incidents or complaints.
- While important to consider, the number of inspections for each state is not expected to relate to the total number of curriculum hours required for licensing, as inspections are more often conducted proactively rather than in response to a safety incident or complaint. Furthermore, state boards are vastly different in structure, size, and resources, therefore comparing the relative number of inspections across states would be inappropriate. Finally, the number of facilities varies greatly across states. This suggests that larger and more populated states would likely have more inspections compared to smaller and less populated states, and this should therefore not be interpreted as lower safety of consumers.

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## APPENDIX A: STATE-LEVEL DATA

This appendix provides state-level data that were analyzed and reported on throughout this report.

### Licensing Requirements

A full list of licensing requirements for each state was compiled to produce the summaries in the section of this report entitled Licensing Requirements. The full lists of requirements are provided in Exhibit 45, sorted in ascending order by hours.

**Exhibit 45. State-Level Data: Licensing Requirements**

| State                | Total Curric. Hours | Apprenticeship Model |                       | Age | Secondary Education     | Physical Exam | Licensing Renewal     |            |
|----------------------|---------------------|----------------------|-----------------------|-----|-------------------------|---------------|-----------------------|------------|
|                      |                     | In Addition to       | As a Replacement      |     |                         |               | Frequency             | CE Credits |
| Massachusetts        | 1,000               | None                 | No Option             | 17  | 10th Grade              | --            | 2 years <sup>28</sup> | None       |
| New York             | 1,000               | None                 | No Option             | --  | --                      | --            | 4 years               | None       |
| Florida              | 1,200               | None                 | No Option             | 16  | --                      | --            | 2 years               | 16         |
| New Jersey           | 1,200               | None                 | No Option             | 17  | 10th Grade              | --            | 2 years               | None       |
| Pennsylvania         | 1,250               | None                 | 2000                  | 16  | 10th Grade              | --            | 2 years               | None       |
| Alabama              | 1,500               | None                 | 3000                  | 18  | --                      | --            | 2 years               | None       |
| Arkansas             | 1,500               | None                 | No Option             | 16  | 10th Grade              | --            | 2 years               | None       |
| Connecticut          | 1,500               | None                 | No Option             | --  | 8th Grade               | --            | 2 years               | 10         |
| Delaware             | 1,500               | None                 | 3000                  | --  | 10th Grade              | --            | 2 years               | None       |
| District of Columbia | 1,500               | None                 | 1500                  | --  | --                      | --            | 2 years               | 6          |
| Georgia              | 1,500               | None                 | 3000                  | 17  | High School Diploma/GED | --            | 2 years               | 5          |
| Illinois             | 1,500               | None                 | Partial <sup>29</sup> | 16  | --                      | --            | 2 years               | 14         |
| Indiana              | 1,500               | None                 | No Option             | 18  | 10th Grade              | --            | 4 years               | None       |
| Kansas               | 1,500               | None                 | No Option             | 17  | High School Diploma/GED | --            | 2 years               | None       |
| Louisiana            | 1,500               | None                 | No Option             | 16  | 10th Grade              | --            | 1 year                | None       |
| Maine                | 1,500               | 2 years              | 2500                  | 17  | 10th Grade              | --            | 1 year                | None       |
| Maryland             | 1,500               | None                 | 24 Months             | 17  | 9th Grade               | --            | 2 years               | 16         |
| Michigan             | 1,500               | None                 | 2 years               | 17  | 9th Grade               | --            | 2 years <sup>28</sup> | None       |
| Mississippi          | 1,500               | None                 | No Option             | 17  | High School Diploma/GED | --            | 2 years               | 8          |
| Missouri             | 1,500               | None                 | 3000                  | 17  | High School Diploma/GED | --            | 2 years               | None       |
| New Hampshire        | 1,500               | None                 | 3000                  | 18  | High School Diploma/GED | --            | 2 years               | None       |
| North Carolina       | 1,500               | None                 | No Option             | --  | --                      | --            | 3 years               | 24         |
| Ohio                 | 1,500               | None                 | --                    | 18  | --                      | --            | 2 years               | 8          |
| Oklahoma             | 1,500               | None                 | 3000                  | 16  | 8th Grade               | --            | 1 year                | None       |

Note: Dashes (--) indicate missing data. GED = General Educational Development

(continued on next page)

<sup>28</sup> Except new licensees must renew 1 year after licensing, then every 2 years.

<sup>29</sup> An apprenticeship may be substituted for 150 hours of the 1500 curriculum hours if under the direct supervision of a licensed cosmetologist in a registered salon. Candidates may participate in this apprenticeship program only after completing 750 hours of school training with a minimum average grade of 80.

**Exhibit 45. State-Level Data: Licensing Requirements (Continued)**

| State          | Total Curric. Hours | Apprenticeship Model    |                         | Age  | Secondary Education     | Physical Exam | Licensing Renewal     |            |
|----------------|---------------------|-------------------------|-------------------------|------|-------------------------|---------------|-----------------------|------------|
|                |                     | In Addition to          | As a Replacement        |      |                         |               | Frequency             | CE Credits |
| Rhode Island   | 1,500               | None                    | No Option <sup>30</sup> | 17   | High School Diploma/GED | --            | 2 years               | None       |
| South Carolina | 1,500               | None                    | No Option               | 16   | 10th Grade              | --            | 2 years               | 12         |
| Tennessee      | 1,500               | None                    | No Option               | 17   | 10th Grade              | --            | 2 years               | None       |
| Texas          | 1,500               | None                    | No Option               | 17   | High School Diploma/GED | --            | 2 years               | 4          |
| Vermont        | 1,500               | None                    | No Option               | 18   | High School Diploma/GED | --            | 2 years               | None       |
| Virginia       | 1,500               | None                    | 3000                    | None | High School Diploma/GED | --            | 2 years               | None       |
| Minnesota      | 1,550               | None                    | No Option               | 16   | High School Diploma/GED | --            | 3 years               | 4          |
| Wisconsin      | 1,550               | None                    | 4000                    | 18   | High School Diploma/GED | --            | 2 years               | 4          |
| Arizona        | 1,600               | None                    | No Option               | --   | --                      | --            | 2 years               | None       |
| California     | 1,600               | None                    | 3200                    | 17   | 10th Grade              | --            | 2 years               | None       |
| New Mexico     | 1,600               | None                    | No Option               | 17   | 10th Grade              | --            | 1 year                | None       |
| Utah           | 1,600               | None                    | 2500                    | None | --                      | --            | 2 years               | None       |
| Washington     | 1,600               | None                    | 2000                    | 17   | High School Diploma/GED | --            | 2 years               | None       |
| Alaska         | 1,650               | None                    | 2000                    | --   | --                      | --            | 2 years               | None       |
| Colorado       | 1,800               | None                    | No Option               | --   | --                      | --            | 1 year                | None       |
| Hawaii         | 1,800               | None                    | 3600                    | 16   | High School Diploma/GED | --            | 2 years               | None       |
| Kentucky       | 1,800               | 480 hours<br>(6 months) | No Option               | 16   | 10th Grade              | --            | 1 year                | None       |
| Nevada         | 1,800               | None                    | No Option <sup>31</sup> | 18   | 10th Grade              | --            | 2 years               | 4          |
| North Dakota   | 1,800               | None                    | No Option               | --   | High School Diploma/GED | --            | 1 year                | None       |
| West Virginia  | 1,800               | None                    | No Option               | 18   | High School Diploma/GED | TB test       | 1 year                | 4          |
| Idaho          | 2,000               | None                    | 4000                    | 16.5 | 10th Grade              | --            | 1 year                | None       |
| Montana        | 2,000               | None                    | Only with pre-approval  | 18   | High School Diploma/GED | --            | 2 years <sup>32</sup> | 30         |
| Wyoming        | 2,000               | None                    | Only with pre-approval  | 16   | 10th Grade              | --            | 2 years               | None       |
| Iowa           | 2,100               | None                    | No Option               | --   | High School Diploma/GED | --            | 2 years               | 8          |
| Nebraska       | 2,100               | None                    | No Option               | 17   | High School Diploma/GED | --            | 2 years               | 8          |
| South Dakota   | 2,100               | None                    | No Option <sup>33</sup> | 17   | High School Diploma/GED | --            | 1 year                | None       |
| Oregon         | 2,300               | None                    | No Option               | None | --                      | --            | 2 years               | None       |

Note: Dashes (--) indicate missing data. GED = General Educational Development

<sup>30</sup> Revoked option in 2015.

<sup>31</sup> Exceptions can be made for those who live more than 60 miles from closest school.

<sup>32</sup> 15 CE each 1 year.

<sup>33</sup> Few exceptions are made.

## Impact of Curriculum Hours on Education Outcomes

To conduct the analyses in the section of this report entitled Education Outcomes, data were collected from accrediting agencies, state boards, or test providers upon request. State-level data for these variables are presented in Exhibit 46 through Exhibit 54, and details regarding what is included in these data are presented throughout the report.

### Exhibit 46. State-Level Data: School Program Length

| State         | Total Curriculum Hours | School Program Length (2015-16) |                                     |
|---------------|------------------------|---------------------------------|-------------------------------------|
|               |                        | n*                              | Estimated No. of Months to Complete |
| Massachusetts | 1,000                  | 18                              | 9.9                                 |
| New York      | 1,000                  | 31                              | 9.1                                 |
| Ohio          | 1,500                  | 37                              | 14.7                                |
| Tennessee     | 1,500                  | 21                              | 12.5                                |
| Texas         | 1,500                  | 68                              | 12.6                                |
| Colorado      | 1,800                  | 12                              | 15.2                                |
| Kentucky      | 1,800                  | 11                              | 15.5                                |
| Nevada        | 1,800                  | 6                               | 14.3                                |
| Idaho         | 2,000                  | 15                              | 15.1                                |
| Iowa          | 2,100                  | 18                              | 15.6                                |
| Nebraska      | 2,100                  | 5                               | 15.0                                |

**Note:** Data were only obtained for schools within 11 states that were of particular interest during this research. Data are sorted in ascending order by hours.

\*This sample size (n) indicates the number of schools represented in the data for each state.

**Exhibit 47. State-Level Data: Graduation Rates (NACCAS-Accredited Schools Only)**

| State                | Total Curriculum Hours | Graduation Rates (2013-2014) |                            |          |
|----------------------|------------------------|------------------------------|----------------------------|----------|
|                      |                        | No. of Actual Graduates      | No. of Scheduled Graduates | Rate (%) |
| Wyoming              | 2,000                  | 62                           | 72                         | 86.1     |
| New York             | 1,000                  | 5,158                        | 6,815                      | 75.7     |
| Montana              | 2,000                  | 310                          | 410                        | 75.6     |
| Nebraska             | 2,100                  | 440                          | 588                        | 74.8     |
| Washington           | 1,600                  | 1,857                        | 2,484                      | 74.8     |
| Massachusetts        | 1,000                  | 1,845                        | 2,474                      | 74.6     |
| California           | 1,600                  | 15,142                       | 20,494                     | 73.9     |
| Alabama              | 1,500                  | 403                          | 551                        | 73.1     |
| Idaho                | 2,000                  | 940                          | 1,297                      | 72.5     |
| Georgia              | 1,500                  | 1,325                        | 1,829                      | 72.4     |
| Hawaii               | 1,800                  | 78                           | 108                        | 72.2     |
| Rhode Island         | 1,500                  | 430                          | 596                        | 72.1     |
| Colorado             | 1,800                  | 1,670                        | 2,334                      | 71.6     |
| Florida              | 1,200                  | 5,933                        | 8,300                      | 71.5     |
| Arkansas             | 1,500                  | 901                          | 1,266                      | 71.2     |
| Kansas               | 1,500                  | 913                          | 1,283                      | 71.2     |
| New Jersey           | 1,200                  | 2,533                        | 3,570                      | 71.0     |
| Louisiana            | 1,500                  | 1,299                        | 1,835                      | 70.8     |
| Utah                 | 1,600                  | 1,769                        | 2,518                      | 70.3     |
| Illinois             | 1,500                  | 4,150                        | 5,920                      | 70.1     |
| South Dakota         | 2,100                  | 110                          | 157                        | 70.1     |
| Minnesota            | 1,550                  | 1,348                        | 1,935                      | 69.7     |
| Michigan             | 1,500                  | 2,808                        | 4,041                      | 69.5     |
| Missouri             | 1,500                  | 1,848                        | 2,675                      | 69.1     |
| New Hampshire        | 1,500                  | 435                          | 630                        | 69.0     |
| Iowa                 | 2,100                  | 840                          | 1,221                      | 68.8     |
| North Dakota         | 1,800                  | 284                          | 413                        | 68.8     |
| Oklahoma             | 1,500                  | 781                          | 1,151                      | 67.9     |
| Pennsylvania         | 1,250                  | 3,257                        | 4,796                      | 67.9     |
| Maine                | 1,500                  | 527                          | 777                        | 67.8     |
| New Mexico           | 1,600                  | 455                          | 672                        | 67.7     |
| District of Columbia | 1,500                  | 237                          | 351                        | 67.5     |
| Ohio                 | 1,500                  | 3,210                        | 4,772                      | 67.3     |
| Tennessee            | 1,500                  | 1,944                        | 2,894                      | 67.2     |
| Vermont              | 1,500                  | 79                           | 118                        | 66.9     |
| Connecticut          | 1,500                  | 972                          | 1,459                      | 66.6     |
| Virginia             | 1,500                  | 1,318                        | 1,979                      | 66.6     |
| Nevada               | 1,800                  | 1,146                        | 1,741                      | 65.8     |
| Texas                | 1,500                  | 5,990                        | 9,120                      | 65.7     |
| Oregon               | 2,300                  | 1,141                        | 1,742                      | 65.5     |
| Arizona              | 1,600                  | 1,676                        | 2,563                      | 65.4     |
| Wisconsin            | 1,550                  | 1,295                        | 1,981                      | 65.4     |
| Mississippi          | 1,500                  | 529                          | 816                        | 64.8     |
| Indiana              | 1,500                  | 1,721                        | 2,673                      | 64.4     |
| South Carolina       | 1,500                  | 955                          | 1,487                      | 64.2     |
| West Virginia        | 1,800                  | 207                          | 328                        | 63.1     |
| North Carolina       | 1,500                  | 1,711                        | 2,801                      | 61.1     |
| Maryland             | 1,500                  | 1,276                        | 2,093                      | 61.0     |
| Kentucky             | 1,800                  | 926                          | 1,634                      | 56.7     |
| Delaware             | 1,500                  | 240                          | 436                        | 55.0     |
| Alaska               | 1,650                  | --                           | --                         | --       |

**Note:** Dashes (--) indicate missing data. NACCAS = National Accrediting Commission of Career Arts and Sciences. Data are sorted in descending order by graduation rate.

## Exhibit 48. State-Level Data: Licensing Exam Performance

| State                | Total Curric. Hours | Overall Exam Pass Rate<br>(NACCAS-Accredited Schools Only; 2014) |                                   |          | NIC Written and Practical Exam Pass Rate<br>(NIC Exam Only; 2015) |                  |          |                          |                  |          |
|----------------------|---------------------|--|-----------------------------------|----------|---|------------------|----------|--------------------------|------------------|----------|
|                      |                     | No. of Passing Examinees for All Sections                        | No. of Examinees for All Sections | Rate (%) | NIC Written Exam  |                  |          | NIC Practical Exam       |                  |          |
|                      |                     |  |                                   |          | No. of Passing Examinees  | No. of Examinees | Rate (%) | No. of Passing Examinees | No. of Examinees | Rate (%) |
| South Dakota         | 2,100               | 106  | 106                               | 100.0    | 71  | 77               | 92.2     | 76                       | 79               | 96.2     |
| Vermont              | 1,500               | 68   | 68                                | 100.0    | 29  | 32               | 90.6     | 36                       | 41               | 87.8     |
| Wyoming              | 2,000               | 58   | 58                                | 100.0    | 50  | 50               | 100.0    | 56                       | 56               | 100.0    |
| Iowa                 | 2,100               | 747  | 748                               | 99.9     | 348   | 382              | 91.1     | --                       | --               | --       |
| Alabama              | 1,500               | 224  | 225                               | 99.6     | 612   | 699              | 87.6     | 629                      | 646              | 97.4     |
| North Dakota         | 1,800               | 242  | 243                               | 99.6     | 95  | 105              | 90.5     | --                       | --               | --       |
| Maine                | 1,500               | 369  | 372                               | 99.2     | 130   | 136              | 95.6     | 132                      | 132              | 100.0    |
| Minnesota            | 1,550               | 1,138  | 1,150                             | 99.0     | --  | --               | --       | --                       | --               | --       |
| District of Columbia | 1,500               | 88   | 89                                | 98.9     | 79  | 119              | 66.4     | --                       | --               | --       |
| New Mexico           | 1,600               | 257  | 260                               | 98.8     | 220   | 242              | 90.9     | 235                      | 240              | 97.9     |
| Nebraska             | 2,100               | 368  | 373                               | 98.7     | 209   | 235              | 88.9     | --                       | --               | --       |
| Idaho                | 2,000               | 851  | 863                               | 98.6     | 336   | 364              | 92.3     | 365                      | 371              | 98.4     |
| New Hampshire        | 1,500               | 361  | 366                               | 98.6     | 169   | 187              | 90.4     | 170                      | 171              | 99.4     |
| Rhode Island         | 1,500               | 348  | 353                               | 98.6     | 180   | 247              | 72.9     | --                       | --               | --       |
| Delaware             | 1,500               | 133  | 135                               | 98.5     | 151   | 187              | 80.8     | 178                      | 181              | 98.3     |
| Massachusetts        | 1,000               | 1,414  | 1,435                             | 98.5     | --  | --               | --       | --                       | --               | --       |
| South Carolina       | 1,500               | 769  | 784                               | 98.1     | 1199  | 1382             | 86.8     | 1201                     | 1209             | 99.3     |
| Nevada               | 1,800               | 784  | 800                               | 98.0     | 371   | 461              | 80.5     | 414                      | 417              | 99.3     |
| Utah                 | 1,600               | 1,481  | 1,512                             | 97.9     | 686   | 734              | 93.5     | 774                      | 838              | 92.4     |
| Arkansas             | 1,500               | 673  | 688                               | 97.8     | 451   | 487              | 92.6     | 501                      | 558              | 89.8     |
| West Virginia        | 1,800               | 174  | 178                               | 97.8     | 151   | 167              | 90.4     | 198                      | 202              | 98.0     |
| Texas                | 1,500               | 4,063  | 4,163                             | 97.6     | --  | --               | --       | --                       | --               | --       |
| Colorado             | 1,800               | 1,219  | 1,253                             | 97.3     | --  | --               | --       | --                       | --               | --       |
| New York             | 1,000               | 2,427  | 2,494                             | 97.3     | --  | --               | --       | --                       | --               | --       |
| Oregon               | 2,300               | 955  | 982                               | 97.3     | --  | --               | --       | --                       | --               | --       |
| Hawaii               | 1,800               | 33   | 34                                | 97.1     | --  | --               | --       | --                       | --               | --       |
| Montana              | 2,000               | 287  | 296                               | 97.0     | 128   | 131              | 97.7     | 121                      | 122              | 99.2     |
| Washington           | 1,600               | 1,540  | 1,588                             | 97.0     | --  | --               | --       | 837                      | 953              | 87.8     |
| Indiana              | 1,500               | 1,461  | 1,508                             | 96.9     | --  | --               | --       | --                       | --               | --       |
| Georgia              | 1,500               | 672  | 694                               | 96.8     | 1195  | 1472             | 81.2     | 1274                     | 1395             | 91.3     |
| Missouri             | 1,500               | 1,396  | 1,442                             | 96.8     | 768   | 838              | 91.7     | 801                      | 839              | 95.5     |
| Virginia             | 1,500               | 831  | 859                               | 96.7     | --  | --               | --       | --                       | --               | --       |
| New Jersey           | 1,200               | 1,118  | 1,163                             | 96.1     | --  | --               | --       | --                       | --               | --       |
| Arizona              | 1,600               | 1,195  | 1,247                             | 95.8     | 786   | 907              | 86.7     | 795                      | 851              | 93.4     |
| Tennessee            | 1,500               | 1,167  | 1,222                             | 95.5     | --  | --               | --       | --                       | --               | --       |
| North Carolina       | 1,500               | 1,127  | 1,182                             | 95.3     | 1189  | 1301             | 91.4     | 1188                     | 1328             | 89.5     |
| Oklahoma             | 1,500               | 628  | 662                               | 94.9     | 736   | 894              | 82.3     | --                       | --               | --       |
| Wisconsin            | 1,550               | 855  | 903                               | 94.7     | --  | --               | --       | --                       | --               | --       |
| Michigan             | 1,500               | 2,091  | 2,223                             | 94.1     | --  | --               | --       | --                       | --               | --       |
| Ohio                 | 1,500               | 2,582  | 2,749                             | 93.9     | --  | --               | --       | --                       | --               | --       |
| Pennsylvania         | 1,250               | 1,957  | 2,098                             | 93.3     | --  | --               | --       | --                       | --               | --       |
| Kansas               | 1,500               | 615  | 660                               | 93.2     | --  | --               | --       | --                       | --               | --       |
| Louisiana            | 1,500               | 877  | 944                               | 92.9     | 750   | 994              | 75.5     | --                       | --               | --       |
| Illinois             | 1,500               | 3,016  | 3,265                             | 92.4     | --  | --               | --       | --                       | --               | --       |
| Mississippi          | 1,500               | 330  | 362                               | 91.2     | 194   | 218              | 89.0     | 166                      | 203              | 81.8     |
| Florida              | 1,200               | 3,653  | 4,051                             | 90.2     | --  | --               | --       | --                       | --               | --       |
| Connecticut          | 1,500               | 653  | 727                               | 89.8     | --  | --               | --       | --                       | --               | --       |
| Kentucky             | 1,800               | 660  | 748                               | 88.2     | --  | --               | --       | --                       | --               | --       |
| Maryland             | 1,500               | 750  | 851                               | 88.1     | --  | --               | --       | --                       | --               | --       |
| California           | 1,600               | 9,964  | 11,620                            | 85.7     | 5426  | 6601             | 82.2     | --                       | --               | --       |
| Alaska               | 1,650               | --   | --                                | --       | 40  | 50               | 80.0     | --                       | --               | --       |

Note: Dashes (--) indicate missing data. NACCAS = National Accrediting Commission of Career Arts and Sciences; NIC = National-Interstate Council of State Boards of Cosmetology. Data are sorted in descending order by overall exam pass rate.



**Exhibit 49. State-Level Data: Job Placement (NACCAS-Accredited Schools Only)**

| State                | Total Curriculum Hours | Job Placement (2014)                     |  |          |
|----------------------|------------------------|--|--|----------|
|                      |                        | No. of Graduates Employed in Cosmetology | No. of Graduates Eligible for Employment | Rate (%) |
| Montana              | 2,000                  | 280                                      | 309                                      | 90.6     |
| South Dakota         | 2,100                  | 98                                       | 110                                      | 89.1     |
| Wyoming              | 2,000                  | 54                                       | 61                                       | 88.5     |
| West Virginia        | 1,800                  | 178                                      | 207                                      | 86.0     |
| Iowa                 | 2,100                  | 693                                      | 834                                      | 83.1     |
| Oklahoma             | 1,500                  | 622                                      | 758                                      | 82.1     |
| Minnesota            | 1,550                  | 1,086                                    | 1,333                                    | 81.5     |
| Rhode Island         | 1,500                  | 350                                      | 430                                      | 81.4     |
| Idaho                | 2,000                  | 724                                      | 901                                      | 80.4     |
| North Dakota         | 1,800                  | 225                                      | 283                                      | 79.5     |
| Alabama              | 1,500                  | 318                                      | 403                                      | 78.9     |
| Nebraska             | 2,100                  | 344                                      | 437                                      | 78.7     |
| Indiana              | 1,500                  | 1,340                                    | 1,712                                    | 78.3     |
| Maine                | 1,500                  | 405                                      | 522                                      | 77.6     |
| New Jersey           | 1,200                  | 1,959                                    | 2,527                                    | 77.5     |
| District of Columbia | 1,500                  | 182                                      | 237                                      | 76.8     |
| Connecticut          | 1,500                  | 741                                      | 966                                      | 76.7     |
| Wisconsin            | 1,550                  | 984                                      | 1,287                                    | 76.5     |
| South Carolina       | 1,500                  | 707                                      | 928                                      | 76.2     |
| Maryland             | 1,500                  | 959                                      | 1,267                                    | 75.7     |
| Utah                 | 1,600                  | 1,316                                    | 1,744                                    | 75.5     |
| Ohio                 | 1,500                  | 2,376                                    | 3,153                                    | 75.4     |
| Illinois             | 1,500                  | 3,095                                    | 4,122                                    | 75.1     |
| Missouri             | 1,500                  | 1,363                                    | 1,822                                    | 74.8     |
| Delaware             | 1,500                  | 179                                      | 240                                      | 74.6     |
| New Mexico           | 1,600                  | 326                                      | 437                                      | 74.6     |
| New York             | 1,000                  | 3,828                                    | 5,130                                    | 74.6     |
| Oregon               | 2,300                  | 837                                      | 1,126                                    | 74.3     |
| Arkansas             | 1,500                  | 627                                      | 846                                      | 74.1     |
| Pennsylvania         | 1,250                  | 2,392                                    | 3,230                                    | 74.1     |
| Washington           | 1,600                  | 1,345                                    | 1,818                                    | 74.0     |
| North Carolina       | 1,500                  | 1,258                                    | 1,704                                    | 73.8     |
| Georgia              | 1,500                  | 972                                      | 1,325                                    | 73.4     |
| California           | 1,600                  | 10,745                                   | 14,884                                   | 72.2     |
| Michigan             | 1,500                  | 2,004                                    | 2,791                                    | 71.8     |
| Florida              | 1,200                  | 4,123                                    | 5,757                                    | 71.6     |
| Kansas               | 1,500                  | 653                                      | 912                                      | 71.6     |
| Louisiana            | 1,500                  | 926                                      | 1,296                                    | 71.5     |
| Virginia             | 1,500                  | 936                                      | 1,309                                    | 71.5     |
| Arizona              | 1,600                  | 1,182                                    | 1,657                                    | 71.3     |
| Kentucky             | 1,800                  | 653                                      | 919                                      | 71.1     |
| Hawaii               | 1,800                  | 55                                       | 78                                       | 70.5     |
| Massachusetts        | 1,000                  | 1,295                                    | 1,836                                    | 70.5     |
| New Hampshire        | 1,500                  | 299                                      | 427                                      | 70.0     |
| Tennessee            | 1,500                  | 1,329                                    | 1,905                                    | 69.8     |
| Texas                | 1,500                  | 4,064                                    | 5,823                                    | 69.8     |
| Mississippi          | 1,500                  | 358                                      | 521                                      | 68.7     |
| Colorado             | 1,800                  | 1,133                                    | 1,657                                    | 68.4     |
| Vermont              | 1,500                  | 54                                       | 79                                       | 68.4     |
| Nevada               | 1,800                  | 755                                      | 1,138                                    | 66.3     |
| Alaska               | 1,650                  | --                                       | --                                       | --       |

**Note:** Dashes (--) indicate missing data. NACCAS = National Accrediting Commission of Career Arts and Sciences. Data are sorted in descending order by job placement rate.

**Exhibit 50. State-Level Data: School Program Expenses (for Full Program)**

| State         | Total Curriculum Hours | School Program Expenses (2015-16) |              |    |                     |
|---------------|------------------------|-----------------------------------|--------------|----|---------------------|
|               |                        | n*                                | Tuition (\$) | n* | Books/Supplies (\$) |
| Massachusetts | 1,000                  | 18                                | 12,263.1     | 18 | 1,347.7             |
| New York      | 1,000                  | 31                                | 12,603.5     | 30 | 1,481.2             |
| Ohio          | 1,500                  | 37                                | 15,705.8     | 33 | 1,778.2             |
| Tennessee     | 1,500                  | 21                                | 13,969.0     | 21 | 1,421.9             |
| Texas         | 1,500                  | 68                                | 14,093.8     | 65 | 1,646.3             |
| Colorado      | 1,800                  | 12                                | 16,168.8     | 11 | 2,235.3             |
| Kentucky      | 1,800                  | 11                                | 14,164.5     | 8  | 1,111.6             |
| Nevada        | 1,800                  | 6                                 | 19,235.2     | 6  | 1,673.8             |
| Idaho         | 2,000                  | 16                                | 14,511.9     | 16 | 2,110.8             |
| Iowa          | 2,100                  | 18                                | 17,624.9     | 17 | 2,269.3             |
| Nebraska      | 2,100                  | 5                                 | 18,311.0     | 5  | 2,200.0             |

Note: Data were only obtained for schools within 11 states that were of particular interest during this research. Data are sorted in ascending order by hours.

\*This sample size (n) indicates the number of schools represented in the data for each state.

**Exhibit 51. State-Level Data: Student Loan Debt**

| State         | Total Curriculum Hours | Student Loan Debt (Unknown Year) |                              |
|---------------|------------------------|----------------------------------|------------------------------|
|               |                        | n*                               | Median Title IV Funding (\$) |
| Massachusetts | 1,000                  | 15                               | 6,984.4                      |
| New York      | 1,000                  | 26                               | 7,268.8                      |
| Ohio          | 1,500                  | 14                               | 8,342.4                      |
| Tennessee     | 1,500                  | 14                               | 8,269.0                      |
| Texas         | 1,500                  | 30                               | 8,633.4                      |
| Colorado      | 1,800                  | 9                                | 11,685.4                     |
| Kentucky      | 1,800                  | 7                                | 11,774.0                     |
| Nevada        | 1,800                  | 5                                | 12,392.8                     |
| Idaho         | 2,000                  | 14                               | 11,837.1                     |
| Iowa          | 2,100                  | 16                               | 13,370.9                     |
| Nebraska      | 2,100                  | 3                                | 14,666.7                     |

Note: Data were only obtained for schools within 11 states that were of particular interest during this research. Data are sorted in ascending order by hours.

\*This sample size (n) indicates the number of schools represented in the data for each state.

**Exhibit 52. State-Level Data: Pell Grants**

| State         | Total Curriculum Hours | Pell Grants (2015-16) |                              |                    |                                  |
|---------------|------------------------|-----------------------|------------------------------|--------------------|----------------------------------|
|               |                        | n*                    | Pell Grant for One Year (\$) | State Multiplier** | Pell Grant for Full Program (\$) |
| Massachusetts | 1,000                  | 18                    | 4,241.6                      | 1.1                | 4,712.8                          |
| New York      | 1,000                  | 30                    | 4,419.4                      | 1.1                | 4,910.5                          |
| Ohio          | 1,500                  | 36                    | 4,501.6                      | 1.7                | 7,274.7                          |
| Tennessee     | 1,500                  | 18                    | 4,305.3                      | 1.7                | 7,175.5                          |
| Texas         | 1,500                  | 61                    | 4,112.4                      | 1.7                | 6,582.9                          |
| Colorado      | 1,800                  | 12                    | 4,368.3                      | 2.0                | 8,736.7                          |
| Kentucky      | 1,800                  | 11                    | 4,674.9                      | 2.0                | 9,349.8                          |
| Nevada        | 1,800                  | 5                     | 4,642.6                      | 2.0                | 9,285.2                          |
| Idaho         | 2,000                  | 16                    | 4,499.9                      | 2.2                | 9,999.7                          |
| Iowa          | 2,100                  | 18                    | 4,567.7                      | 2.3                | 10,658.0                         |
| Nebraska      | 2,100                  | 5                     | 4,473.4                      | 2.3                | 10,437.9                         |

Note: Data were only obtained for schools within 11 states that were of particular interest during this research. Data are sorted in ascending order by hours.

\*This sample size (n) indicates the number of schools represented in the data for each state.

\*\*This data set included the average Pell Grant for cosmetology programs in a single year (operationalized as 900 hours). To extrapolate the Pell Grant amount for the full curriculum hour requirement, a multiplier was applied to the school-level data (e.g., programs with 1,800 hours were given a multiplier of two).

**Exhibit 53. State-Level Data: Cohort Default (Title IV Cosmetology Programs Only)**

| State                | Total Curriculum Hours | Cohort Default (2012) |                             |                               |          |
|----------------------|------------------------|-----------------------|-----------------------------|-------------------------------|----------|
|                      |                        | n*                    | No. of Borrowers in Default | No. of Borrowers in Repayment | Rate (%) |
| Massachusetts        | 1,000                  | 16                    | 287                         | 1971                          | 14.6     |
| New York             | 1,000                  | 20                    | 653                         | 5256                          | 12.4     |
| Florida              | 1,200                  | 49                    | 4993                        | 27715                         | 18.0     |
| New Jersey           | 1,200                  | 10                    | 111                         | 1143                          | 9.7      |
| Pennsylvania         | 1,250                  | 23                    | 621                         | 4824                          | 12.9     |
| Alabama              | 1,500                  | 7                     | 3159                        | 19376                         | 16.3     |
| Arkansas             | 1,500                  | 14                    | 907                         | 5058                          | 17.9     |
| Connecticut          | 1,500                  | 7                     | 87                          | 914                           | 9.5      |
| Delaware             | 1,500                  | 2                     | 17                          | 152                           | 11.2     |
| District of Columbia | 1,500                  | 1                     | 24                          | 103                           | 23.3     |
| Georgia              | 1,500                  | 17                    | 708                         | 3589                          | 19.7     |
| Illinois             | 1,500                  | 33                    | 881                         | 6835                          | 12.9     |
| Indiana              | 1,500                  | 15                    | 115                         | 1142                          | 10.1     |
| Kansas               | 1,500                  | 10                    | 799                         | 5884                          | 13.6     |
| Louisiana            | 1,500                  | 16                    | 297                         | 2376                          | 12.5     |
| Maine                | 1,500                  | 2                     | 50                          | 452                           | 11.1     |
| Maryland             | 1,500                  | 16                    | 883                         | 4837                          | 18.3     |
| Michigan             | 1,500                  | 18                    | 1489                        | 8839                          | 16.8     |
| Mississippi          | 1,500                  | 14                    | 2825                        | 12857                         | 22.0     |
| Missouri             | 1,500                  | 23                    | 1183                        | 6598                          | 17.9     |
| New Hampshire        | 1,500                  | 2                     | 21                          | 139                           | 15.1     |
| North Carolina       | 1,500                  | 24                    | 1798                        | 7709                          | 23.3     |
| Ohio                 | 1,500                  | 27                    | 305                         | 2629                          | 11.6     |
| Oklahoma             | 1,500                  | 17                    | 309                         | 2471                          | 12.5     |
| Rhode Island         | 1,500                  | 2                     | 16                          | 181                           | 8.8      |
| South Carolina       | 1,500                  | 12                    | 2553                        | 13329                         | 19.2     |
| Tennessee            | 1,500                  | 20                    | 1062                        | 5717                          | 18.6     |
| Texas                | 1,500                  | 53                    | 5891                        | 31552                         | 18.7     |
| Vermont              | 1,500                  | 0                     | --                          | --                            | --       |
| Virginia             | 1,500                  | 9                     | 97                          | 773                           | 12.5     |
| Minnesota            | 1,550                  | 14                    | 2397                        | 14469                         | 16.6     |
| Wisconsin            | 1,550                  | 8                     | 123                         | 952                           | 12.9     |
| Arizona              | 1,600                  | 8                     | 443                         | 2605                          | 17.0     |
| California           | 1,600                  | 60                    | 2106                        | 12444                         | 16.9     |
| New Mexico           | 1,600                  | 6                     | 824                         | 6127                          | 13.4     |
| Utah                 | 1,600                  | 7                     | 71                          | 498                           | 14.3     |
| Washington           | 1,600                  | 16                    | 448                         | 3056                          | 14.7     |
| Alaska               | 1,650                  | 0                     | --                          | --                            | --       |
| Colorado             | 1,800                  | 11                    | 388                         | 2470                          | 15.7     |
| Hawaii               | 1,800                  | 0                     | --                          | --                            | --       |
| Kentucky             | 1,800                  | 7                     | 882                         | 3063                          | 28.8     |
| Nevada               | 1,800                  | 4                     | 69                          | 447                           | 15.4     |
| North Dakota         | 1,800                  | 5                     | 54                          | 422                           | 12.8     |
| West Virginia        | 1,800                  | 5                     | 52                          | 341                           | 15.2     |
| Idaho                | 2,000                  | 11                    | 518                         | 4571                          | 11.3     |
| Montana              | 2,000                  | 3                     | 24                          | 228                           | 10.5     |
| Wyoming              | 2,000                  | 1                     | 13                          | 126                           | 10.3     |
| Iowa                 | 2,100                  | 16                    | 425                         | 2781                          | 15.3     |
| Nebraska             | 2,100                  | 6                     | 153                         | 1229                          | 12.4     |
| South Dakota         | 2,100                  | 2                     | 65                          | 764                           | 8.5      |
| Oregon               | 2,300                  | 16                    | 172                         | 1472                          | 11.7     |

Note: Dashes (--) indicate missing data. Data are sorted in ascending order by hours.

\*This sample size (n) indicates the number of schools represented in the data for each state.

**Exhibit 54. State-Level Data: School Financial Stability (NACCAS-Accredited Schools Only)**

| State         | Total Curric. Hours | School Financial Stability (2013-2014) |                      |                     |                      |
|---------------|---------------------|--|----------------------|---------------------|----------------------|
|               |                     | No. of Compliant School Owners         | No. of School Owners | Compliance Rate (%) | Mean Composite Score |
| Massachusetts | 1,000               | 8                                      | 8                    | 100.0               | 2.0                  |
| New York      | 1,000               | 24                                     | 25                   | 96.0                | 2.2                  |
| Ohio          | 1,500               | 26                                     | 27                   | 96.3                | 2.1                  |
| Tennessee     | 1,500               | 19                                     | 20                   | 95.0                | 2.1                  |
| Texas         | 1,500               | 49                                     | 52                   | 94.2                | 2.1                  |
| Colorado      | 1,800               | 12                                     | 13                   | 92.3                | 2.1                  |
| Kentucky      | 1,800               | 7                                      | 8                    | 87.5                | 1.8                  |
| Nevada        | 1,800               | 5                                      | 5                    | 100.0               | 2.6                  |
| Idaho         | 2,000               | 15                                     | 15                   | 100.0               | 2.3                  |
| Iowa          | 2,100               | 12                                     | 13                   | 92.3                | 2.1                  |
| Nebraska      | 2,100               | 4                                      | 4                    | 100.0               | 2.2                  |

**Note:** Due to the confidential nature of these data, data were only obtained for these 11 states, which were of particular interest during this research. Data are sorted in ascending order by hours.

## Impact of Curriculum Hours on Employment Outcomes

To conduct the analyses in the section of this report entitled Employment Outcomes, data were collected from the Bureau of Labor Statistics (BLS; 2016). State-level data for these variables are presented in Exhibit 55, sorted in ascending order by hours.

**Exhibit 55. State-Level Data: Employment Rates and Wages**

| State                | Total Curriculum Hours | Employment in Cosmetology Per 1,000 Jobs (May 2015) | Mean Hourly Wage (\$; May 2015) |
|----------------------|------------------------|---|---------------------------------|
| Massachusetts        | 1,000                  | 3.2   | 17.0                            |
| New York             | 1,000                  | 2.8   | 15.4                            |
| Florida              | 1,200                  | 3.0   | 13.5                            |
| New Jersey           | 1,200                  | 3.9   | 17.0                            |
| Pennsylvania         | 1,250                  | 4.2   | 12.8                            |
| Alabama              | 1,500                  | 1.8   | 12.0                            |
| Arkansas             | 1,500                  | 1.6   | 11.9                            |
| Connecticut          | 1,500                  | 3.6   | 14.6                            |
| Delaware             | 1,500                  | 4.0   | 16.6                            |
| District of Columbia | 1,500                  | 1.6   | 19.5                            |
| Georgia              | 1,500                  | 2.1   | 13.1                            |
| Illinois             | 1,500                  | 2.9   | 13.4                            |
| Indiana              | 1,500                  | 2.2   | 11.9                            |
| Kansas               | 1,500                  | 2.4   | 12.4                            |
| Louisiana            | 1,500                  | 1.5   | 11.5                            |
| Maine                | 1,500                  | 2.1   | 12.8                            |
| Maryland             | 1,500                  | 3.5   | 14.9                            |
| Michigan             | 1,500                  | 2.7   | 13.4                            |
| Mississippi          | 1,500                  | 1.1   | 11.4                            |
| Missouri             | 1,500                  | 2.4   | 13.1                            |
| New Hampshire        | 1,500                  | 3.0   | 13.8                            |
| North Carolina       | 1,500                  | 1.7   | 13.5                            |
| Ohio                 | 1,500                  | 3.4   | 12.1                            |
| Oklahoma             | 1,500                  | 1.7   | 11.3                            |
| Rhode Island         | 1,500                  | 2.3   | 13.4                            |
| South Carolina       | 1,500                  | 1.9   | 11.8                            |
| Tennessee            | 1,500                  | 2.0   | 13.7                            |
| Texas                | 1,500                  | 1.9   | 12.9                            |
| Vermont              | 1,500                  | 2.1   | 13.9                            |
| Virginia             | 1,500                  | 2.9   | 17.0                            |
| Minnesota            | 1,550                  | 3.4   | 13.6                            |
| Wisconsin            | 1,550                  | 3.6   | 12.8                            |
| Arizona              | 1,600                  | 2.9   | 12.1                            |
| California           | 1,600                  | 1.7   | 13.8                            |
| New Mexico           | 1,600                  | 1.6   | 13.3                            |
| Utah                 | 1,600                  | 2.0   | 11.9                            |
| Washington           | 1,600                  | 2.7   | 17.9                            |
| Alaska               | 1,650                  | 1.4   | 16.9                            |
| Colorado             | 1,800                  | 2.7   | 13.6                            |
| Hawaii               | 1,800                  | 1.4   | 18.3                            |
| Kentucky             | 1,800                  | 1.9   | 11.9                            |
| Nevada               | 1,800                  | 2.5   | 11.5                            |
| North Dakota         | 1,800                  | 2.7   | 14.3                            |
| West Virginia        | 1,800                  | 2.0   | 11.9                            |
| Idaho                | 2,000                  | 2.3   | 12.3                            |
| Montana              | 2,000                  | 1.3   | 14.1                            |
| Wyoming              | 2,000                  | 1.8   | 14.2                            |
| Iowa                 | 2,100                  | 2.4   | 12.4                            |
| Nebraska             | 2,100                  | 2.9   | 14.4                            |
| South Dakota         | 2,100                  | 2.2   | 14.1                            |
| Oregon               | 2,300                  | 1.6   | 14.1                            |

Note: Dashes (--) indicate missing data. Data are sorted in ascending order by hours.

## Impact of Curriculum Hours on Safety Outcomes

To gather information on safety outcomes for which public information was not readily available, AIR administered a brief survey to cosmetology state board administrators throughout the United States. AIR received responses from representatives from 19 cosmetology state boards, and the data were used to produce the summaries in the section of this report entitled Safety Outcomes. The full set of safety data obtained from the survey is provided in Exhibit 56 and Exhibit 57, sorted in ascending order by hours.

### Exhibit 56. State-Level Data: Safety Incidents, Complaints, and Inspections

| State                | Total Curriculum Hours | Safety Incidents | Complaints | Inspections |
|----------------------|------------------------|------------------|------------|-------------|
| Florida              | 1,200                  | --               | 2,708      | 14,248      |
| Arkansas             | 1,500                  | 5                | 20         | 8,400       |
| District of Columbia | 1,500                  | 8                | 10         | 122         |
| Georgia              | 1,500                  | --               | 444        | 6,016       |
| Kansas               | 1,500                  | 11               | 51         | 5,057       |
| Mississippi          | 1,500                  | 1                | 6          | 3,200       |
| North Carolina       | 1,500                  | --               | 693        | 16,823      |
| South Carolina       | 1,500                  | --               | 146        | 4,167       |
| Minnesota            | 1,550                  | --               | 68         | 1,938       |
| Arizona              | 1,600                  | --               | 1,800      | 4,088       |
| Colorado             | 1,800                  | --               | 247        | 25          |
| Kentucky             | 1,800                  | --               | 5          | 18,000      |
| Nevada               | 1,800                  | 50               | 100        | 4,527       |
| West Virginia        | 1,800                  | 23               | 26         | 4,678       |
| Iowa                 | 2,100                  | --               | --         | 50          |
| South Dakota         | 2,100                  | 5                | 10         | 1,500       |
| Oregon               | 2,300                  | 9                | 204        | 8,384       |

Note: Dashes (--) indicate missing data. Data are sorted in ascending order by hours.

### Exhibit 57. State-Level Data: Common Violations Documented during Inspections

| State                | Total Curriculum Hours | Most Common Violations  |
|----------------------|------------------------|---|
| Florida              | 1,200                  | Unlicensed activity, safety & sanitation violations, document violations  |
| Arkansas             | 1,500                  | Dirty implements and expired license  |
| District of Columbia | 1,500                  | Lack of cleaning/sanitizing between customers; dirty equipment, dirty shop/salon  |
| Georgia              | 1,500                  | Sanitation; unlicensed practice   |
| Mississippi          | 1,500                  | Expired license, work station not sanitary, practicing without a license  |
| North Carolina       | 1,500                  | Storage and disinfection  |
| California           | 1,600                  | Sanitation and licensing violations   |
| Alaska               | 1,650                  | Info not available to board staff members   |
| Colorado             | 1,800                  | Beauty salons are combined in the total number of inspections; most common: unlicensed practice & re-use of a single use item |
| Kentucky             | 1,800                  | Unlicensed practice within the nail tech environment  |
| Nevada               | 1,800                  | Unlicensed activity, sanitation, outside scope of services  |
| North Dakota         | 1,800                  | Disinfecting, shop conditions   |
| West Virginia        | 1,800                  | Operating a shop with an expired license  |
| Oregon               | 2,300                  | Licenses expired  |

Note: Dashes (--) indicate missing data. Data are sorted in ascending order by hours.

## Relationships between Education and Employment Outcome Variables

The relationship between total curriculum hours and education and employment outcomes were of primary interest for this research, and these are discussed throughout the full and abridged report. Although we focused the report on how curriculum hours relate to each outcome, it is also important to explore how all variables relate to one another.

Exhibit 58 provides the correlation coefficients between the education and employment variables that were included in this research and only the highlighted correlations are statistically significant<sup>34</sup> and meaningful to consider; non-significant correlations are likely to be due to chance (e.g., random sampling error), and should not be interpreted for the purposes of this research. Important to note, however, is that a *correlation is only an indication of the strength and direction of the relationship between two variables, and does not infer that one variable causes another.*

**Exhibit 58. Correlation Table for Education and Employment Outcomes**

|                             | Total Curric. Hours     | Prog. Length | Grad. Rates | Exam Perf. | Job Placement | Student Financial Stability |                |                       |                        |                | School Fin'l Stability |                 | Employment |
|-----------------------------|-------------------------|--------------|-------------|------------|---------------|-----------------------------|----------------|-----------------------|------------------------|----------------|------------------------|-----------------|------------|
|                             |                         |              |             |            |               | Tuition                     | Books/Supplies | Med. Title IV Funding | Pell Grants (One Year) | Cohort Default | Compl. Rate            | Composite Score |            |
| Program Length              | .92**                   |              |             |            |               |                             |                |                       |                        |                |                        |                 |            |
| Graduation Rates            | .06                     | -.45         |             |            |               |                             |                |                       |                        |                |                        |                 |            |
| Exam Performance            | .25                     | -.20         | .25         |            |               |                             |                |                       |                        |                |                        |                 |            |
| Job Placement               | .42**                   | .28          | .29*        | .33*       |               |                             |                |                       |                        |                |                        |                 |            |
| Student Financial Stability | Tuition                 | .76**        | .69*        | -.09       | .26           | .15                         |                |                       |                        |                |                        |                 |            |
|                             | Books/Supplies          | .66*         | .53         | .45        | .63*          | .55                         | .62*           |                       |                        |                |                        |                 |            |
|                             | Median Title IV Funding | .94**        | .81**       | -.12       | .13           | .38                         | .81**          | .63*                  |                        |                |                        |                 |            |
|                             | Pell Grants (One Year)  | .53          | .58         | -.35       | -.34          | .28                         | .53            | .10                   | .60*                   |                |                        |                 |            |
|                             | Cohort Default          | -.14         | .19         | -.38**     | -.32*         | -.46**                      | -.18           | -.58                  | .05                    | .15            |                        |                 |            |
| School Financial Stability  | Compliance Rate         | -.12         | -.29        | .66*       | .64*          | .10                         | .15            | .22                   | -.05                   | -.16           | -.76**                 |                 |            |
|                             | Mean Composite Score    | .10          | -.06        | .23        | .51           | -.17                        | .48            | .21                   | .16                    | .16            | -.46                   | .64*            |            |
| Employment                  | -.37**                  | -.26         | -.14        | -.12       | -.09          | .04                         | .20            | -.22                  | -.04                   | -.32*          | .49                    | .04             |            |
| Wages                       | -.12                    | -.77**       | .17         | .15        | -.04          | -.53                        | -.19           | -.47                  | -.56                   | -.10           | .33                    | -.22            | .18        |

Note: This table is symmetrical along the diagonal, such that the correlations presented would be repeated for the remaining cells of the table. For simplicity, we present each correlation only once.

<sup>34</sup> The correlation was significant if the alpha (p) was less than the standard of .05. Significance level is indicated by one (p<.05) or two (p<.01) asterisks.

## APPENDIX B: ADDITIONAL METHODOLOGY

This appendix provides an overview of methodology used throughout the data analysis phase of research.

### Research Questions from Environmental Scan

The research questions developed during the previous environmental scan guided the data analysis presented in this report. The research questions were as follows:

1. How are differences in cosmetology school hours manifested in the content breakdowns for each state?
2. How do state-level curricula differ in theory-based versus clinical-based instruction, and are these differences related to industry outcomes?
3. What impact do the differences in state Exam have on cosmetology program curricula, exam pass rates, and industry outcomes?
4. What impact does the number of cosmetology school hours have on industry outcomes?
5. How do license renewal and continuing education requirements impact industry outcomes?

### Interviews with Subject Matter Experts (SMEs)

During the environmental scan and data analysis phase, AIR relied on telephone interviews with subject matter experts (SMEs) to provide input concerning the above research questions and the sources of data available to address each.

AIR was in contact with a total of 14 SMEs throughout this research. All SMEs had substantial experience in the beauty industry and were currently involved as administrators, consultants, and/or practitioners within the field. AIR initially sent information requests via email, which described some project background and a summary of the information requested of each SME. AIR asked candidates if they would be able to provide assistance in gathering general information, specific outcome data, and additional contacts that might provide further assistance in data collection. Once candidate SMEs agreed to an interview, appointments were scheduled and AIR conducted phone-based interviews.

AIR strategically selected SMEs from a wide range of positions within the cosmetology industry and from various geographical regions. These individuals were uniquely positioned to be informed on the topics of interest for this research, which included licensing requirements and education, employment, and safety outcomes. A list of SMEs' roles within the beauty industry includes:

- cosmetology state board representatives;
- state licensing exam provider representatives;
- educational institution representatives;
- chain salon representatives;
- accrediting agency representatives;
- professional association representatives;



- beauty industry products manufacturer representatives; and
- research and safety consultants for the beauty industry.

Because of the wide range of SMEs' roles in the industry, AIR used a semi-structured interviewing methodology that allowed for flexibility in the questions asked. Each interview lasted approximately one hour, and two AIR staff members participated in each. To begin, the interviewers expanded upon the project information provided in the initial contact email. SMEs were then asked to provide background about themselves to guide the line of questioning during the interview. The results of these interviews are referenced throughout the report.

## **Analysis of Curriculum Hour Requirements**

Additional methods and results for the analysis of curriculum hour requirements are included in this section.

### **Curriculum Hours by Topic**

AIR reviewed the curriculum outlines for a subset of states to examine how the differences in cosmetology school hours manifested in the content breakdowns for each state. The topics and sub-topics used for coding are detailed in Exhibit 59, and results are presented in the main body of this report.

**Exhibit 59. Topics and Sub-Topics for Coding**

| Topic                               | Sub-Topic   | Definition for Coding  | Examples   |
|-------------------------------------|---|--|--|
| Safety & Sanitation                 | Cleanliness & Sanitation of Tools & Workspaces      | Preparing and maintaining the cleanliness of tools and workspaces used by cosmetologists.  | <ul style="list-style-type: none"> <li>• Wiping down a chair</li> <li>• Sweeping the floor following a haircut</li> <li>• Cleaning implements and tools with disinfectant</li> </ul> |
|                                     | Safe Use & Handling of Tools, Products, & Materials | Safe use and handling of tools, products, and/or materials.  | <ul style="list-style-type: none"> <li>• Handling shears or razors safely throughout a procedure</li> <li>• Protecting the scalp during thermal hair styling</li> </ul>              |
|                                     | Safe Use & Handling of Chemicals                    | Safe use and handling of chemicals that could be classified as toxic, such as hair dyes, perm and relaxer products, and cleaning products. | <ul style="list-style-type: none"> <li>• Ensuring a chemical solution does not remain on skin during a procedure</li> </ul>  |
|                                     | Consumer Preparation/Protection                     | Setting up the workspace and consumer for safe performance of procedures.  | <ul style="list-style-type: none"> <li>• Draping consumer</li> </ul>   |
|                                     | Personal Hygiene                                    | Maintaining a clean and hygienic appearance.   | <ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Personal grooming</li> </ul>  |
| Business & Professional Development | Communication Skills                                | Communicating with consumers.  | <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Public relations</li> <li>• Communication skills</li> </ul>   |
|                                     | Ethics  | Content and practice of business ethics.   | <ul style="list-style-type: none"> <li>• Ethics</li> <li>• Professional ethics</li> </ul>  |
|                                     | Professionalism                                     | Maintaining a professional demeanor.   | <ul style="list-style-type: none"> <li>• Professional image</li> <li>• Attitude</li> <li>• Poise</li> </ul>  |
|                                     | Reception Desk/ Dispensary                          | Dispensary operations and reception activities.  | <ul style="list-style-type: none"> <li>• Ordering supplies and retail merchandise</li> <li>• Reception desk</li> <li>• Answering phones and scheduling appointments</li> </ul>       |
|                                     | Sales   | Content related to retail experience.  | <ul style="list-style-type: none"> <li>• Salesmanship</li> <li>• Sales of products or merchandise</li> </ul>   |
|                                     | Salon Operation & Management                        | Content related to the business aspects of salon operation or management.  | <ul style="list-style-type: none"> <li>• Salon or shop management</li> <li>• Salon procedures/practices</li> </ul>   |
| Legal Issues                        | State & Federal Law                                 | State and federal laws, inspections and enforcements, licensing requirements, and record-keeping.  | <ul style="list-style-type: none"> <li>• Product and labor laws</li> <li>• OSHA regulations</li> <li>• State administrative codes</li> </ul>   |

*(continued on next page)*

**Exhibit 59. Topics and Sub-Topics for Coding (Continued)**

| Topic                | Sub-Topic                              | Definition for Coding  | Examples  |
|----------------------|--|--|---|
| Scientific Concepts  | Anatomy & Physiology                   | Anatomy and physiology of the skin and nails.  | <ul style="list-style-type: none"> <li>• Skeletal and muscular systems</li> <li>• Structure and function of the skin and nails</li> <li>• Disorders of the skin and nails</li> </ul>          |
|                      | Biology                                | Biology as applied to cosmetology.   | <ul style="list-style-type: none"> <li>• Infectious disease</li> <li>• Bacteriology</li> </ul>  |
|                      | Chemistry                              | Chemistry as applied to cosmetology.   | <ul style="list-style-type: none"> <li>• Chemical reactions and solutions</li> <li>• pH scale</li> <li>• Forms and properties of matter</li> </ul>  |
|                      | Electricity                            | Electricity as applied to cosmetology.   | <ul style="list-style-type: none"> <li>• Principles of electricity</li> <li>• Safety of electricity</li> </ul>  |
|                      | Trichology                             | Science of the structure, function, and diseases of hair and scalp.                          | <ul style="list-style-type: none"> <li>• Hair structure</li> <li>• Hair growth patterns</li> <li>• Texture of hair</li> <li>• Hair and scalp disorders</li> </ul>                             |
| Hair Care & Services | Consultation                           | Analyzing consumer hair and consulting with the consumer before starting hair care services. | <ul style="list-style-type: none"> <li>• Analyzing consumer hair</li> <li>• Consulting with the consumer</li> </ul>   |
|                      | Hair Coloring                          | Theory and practical topics of hair coloring.  | <ul style="list-style-type: none"> <li>• Color theory</li> <li>• Hair lightening</li> <li>• Application of hair coloring products</li> </ul>  |
|                      | Hair Cutting & Shaping                 | Theory and practical topics of hair cutting and shaping.                                     | <ul style="list-style-type: none"> <li>• Principles and concepts of design</li> <li>• Scissor cutting</li> <li>• Razor cutting</li> <li>• Men's haircuts</li> </ul>                           |
|                      | Hair Shampooing, Rinsing, & Treatments | Theory and practical topics of hair shampooing, rinses, and treatments.                      | <ul style="list-style-type: none"> <li>• Composition of shampoo and conditioning products</li> <li>• Procedures for shampooing and conditioning</li> <li>• Theory of scalp massage</li> </ul> |
|                      | Chemical Hair Styling                  | Theory and practical topics of chemical hair styling.  | <ul style="list-style-type: none"> <li>• Preparatory procedures for chemical services</li> <li>• Chemical restructuring products</li> <li>• Application of chemical products</li> </ul>       |
|                      | Non-Chemical Hair Styling              | Theory and practical topics of non-chemical hair styling.                                    | <ul style="list-style-type: none"> <li>• Thermal styling (e.g., blow drying, straightening)</li> <li>• Finger waving</li> <li>• Procedures for hairpieces or weaves</li> </ul>                |
|                      | Electricity & Light Therapy for Scalp  | Theory and practice of electricity and light therapy for the scalp.                          | <ul style="list-style-type: none"> <li>• Types and effects of electricity and light therapies for the scalp</li> </ul>  |

*(continued on next page)*

## Exhibit 59. Topics and Sub-Topics for Coding (Continued)

| Topic                | Sub-Topic                            | Definition for Coding  | Examples  |
|----------------------|--------------------------------------|--|---|
| Nail Care & Services | Consultation                         | Analyzing consumer nails and consulting with the consumer before starting nail care services.                      | <ul style="list-style-type: none"> <li>Analyzing consumer nails</li> <li>Consulting with the consumer</li> </ul>  |
|                      | Manicure/ Pedicure                   | Theory and practical topics of manicures/pedicures.  | <ul style="list-style-type: none"> <li>Basic manicure/pedicure procedures</li> <li>Massage of the hand, arm, foot, and leg</li> <li>Nail tip application</li> </ul> |
| Skin Care & Services | Consultation                         | Analyzing consumer skin and consulting with the consumer before starting skin care services.                       | <ul style="list-style-type: none"> <li>Analyzing consumer skin</li> <li>Consulting with the consumer</li> </ul>   |
|                      | Body Hair Removal                    | Theory and practice of grooming and removing non-facial hair.  | <ul style="list-style-type: none"> <li>Body hair waxing</li> <li>Permanent hair removal (non-facial)</li> </ul>   |
|                      | Facial Hair Care                     | Theory and practice of grooming, removing, and shaping facial hair.  | <ul style="list-style-type: none"> <li>Facial hair waxing</li> <li>Eyebrow arching</li> <li>Beard and mustache shaping</li> </ul>                                   |
|                      | Facials                              | Theory and practice of facials.  | <ul style="list-style-type: none"> <li>Facial massage</li> <li>Wet and dry exfoliations</li> <li>Use of skincare products</li> </ul>                                |
|                      | Makeup Application                   | Theory and practice of makeup application.   | <ul style="list-style-type: none"> <li>Application of makeup</li> <li>Shading</li> </ul>  |
|                      | Electricity & Light Therapy for Skin | Theory and practice of electricity and light therapy for the skin.   | <ul style="list-style-type: none"> <li>Types and effects of electricity and light therapies for the skin</li> </ul>   |
| Other                | Unassigned                           | Hours left to the discretion of the school.  | N/A   |
|                      | Other                                | Topics that did not fit under the aforementioned topics but were not common enough to warrant their own sub-topic. | <ul style="list-style-type: none"> <li>Psychology</li> <li>Pharmacology</li> </ul>  |

## Comparison of Curriculum Outlines for Schools with Locations in Multiple States

To provide a more direct comparison of curriculum hours across states, curriculum outlines for three large schools with locations in multiple states were examined, because it was thought that this would provide a control for differing levels of specificity in content outlines across states. AIR predicted that these large schools would have a standard content outline that would differ in meaningful ways to meet the particular number of hours required in each state, but this was not the case. In most cases, each school followed the state curriculum but then further conceptualized the curriculum with a standardized outline specific to that school. For example, one school divided curriculum into six designations (i.e., core curriculum, protégé learning experience, clinic learning experience, classroom learning experience, adaptive curriculum, and creative curriculum) and assigned hours to each designation varied by state. The results of this qualitative review of curricula did not lead to any conclusions regarding meaningful differences across states.

## CONTACT INFORMATION

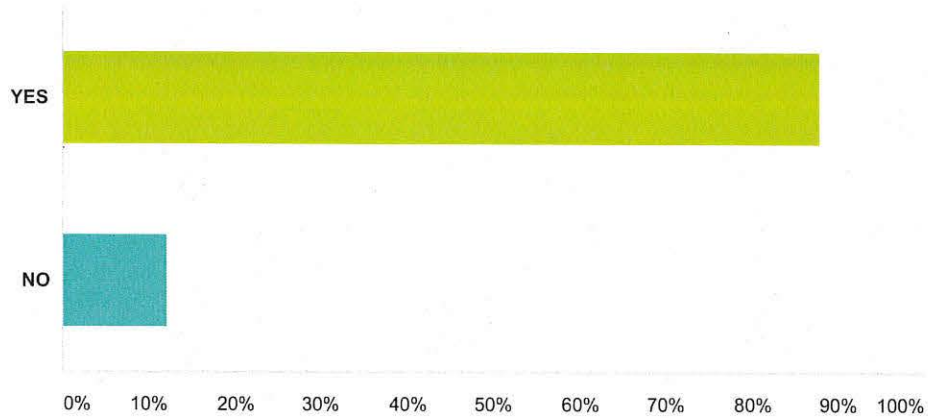
For more information, contact:

Myra Y. Irizarry Reddy  
Government Affairs Director | Professional Beauty Association (PBA)  
15825 North 71<sup>st</sup> Street #100 | Scottsdale, AZ 85254  
p 800.468.2274 x3451 (480.455.3451) | f 480.905.0708 | [myra@probeauty.org](mailto:myra@probeauty.org)

# 1600 HOUR CURRICULUM REVIEW SURVEY

## Q1 Do you feel that the required amount of hours (1600) is adequate in providing training for Cosmetology licensure?

Answered: 781 Skipped: 5



| Answer Choices | Responses |            |
|----------------|-----------|------------|
| YES            | 87.96%    | 687        |
| NO             | 12.04%    | 94         |
| <b>Total</b>   |           | <b>781</b> |

| #  | Comments   | Date               |
|----|--|--------------------|
| 1  | I feel that there could be a few hundred less hours training in Ca because when u r a senior 2 there's a lot of extra time..   | 2/21/2017 11:28 AM |
| 2  | As long as they are consistently showing up for class  | 2/15/2017 7:44 PM  |
| 3  | It seems adequate except the continued education and necessity to enforce sanitation, as I often observe that cosmetologists do not sterilize or sanitize equipment properly (i.e. use implements on multiple clients without sterilizing or sanitizing in between uses). Without sounding discriminating, and probably due to the language barrier in training, I find this very prominent in nail salons owned and operated by foreigners, but not without pointing out that I also observe it amongst all cosmetology professionals I encounter for services that I receive (and have worked with in the past). | 2/9/2017 11:00 AM  |
| 4  | The schooling taught strictly state board procedure which helps when working in a salon, but I had to be completely retrained to think outside the box to reach a clients desired results in a real-life situation   | 2/8/2017 1:56 PM   |
| 5  | Only pertaining to Hair and Nails, Not for the license to include Skin Care. Skin Care should not be included in Cosmetology, the minimum hours spent on skin that aren't enough to acquire adequate knowledge, could be better spent with more training in hair and nails. Which is what the majority of Cosmetologist focus on after getting licensed.   | 2/7/2017 3:45 PM   |
| 6  | I believe there should be another 400 hours in a instructor supervised salon called a transition, where students get the salon atmosphere booking their clients making there own decisions all knowing there is an instructor in case of questions or in need of help.   | 2/4/2017 9:15 PM   |
| 7  | I feel that with the proper tools and up to date instructors you can learn everything there is to learn with 1200 hrs.   | 2/3/2017 10:35 AM  |
| 8  | I thought it was 1800?   | 1/29/2017 1:01 PM  |
| 9  | Except for esthetician- I don't feel they should have a full license to also to skin care. They don't get enough theory and training   | 1/28/2017 1:04 AM  |
| 10 | I would be if it was specific to just the license of hair dressing/treating/cutting/coloring, etc. It is not enough if it includes Skin, Nails and Barbering.  | 1/26/2017 1:41 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 11 | Due to new and immerging technology and increased communicable diseases students may benefit from additional hours.  | 1/26/2017 8:30 AM  |
| 12 | Some of the training is redundant.   | 1/25/2017 5:39 PM  |
| 13 | They require more hours in Europe  | 1/24/2017 9:52 PM  |
| 14 | However it has been 31 years since I went to school. I don't know how it has changed or if it has changed. I think skincare and nails should be separate training and licenses from hairdressing licensing.  | 1/24/2017 5:51 PM  |
| 15 | More hours should be required.   | 1/24/2017 1:41 PM  |
| 16 | Some of the chemical practices are not safe graves for examples perms and relaxers. Though African Americans are influenced by relaxers and Chinese, Mexican & White are influence by perms. I believe that theatrics wig making and styling arena can compensate for these areas due to income already generated.   | 1/23/2017 4:31 PM  |
| 17 | for the basics.  | 1/23/2017 4:27 PM  |
| 18 | Should be raised because the quality of hair stylists is so bad. Also it must incorporate much more sanitation/ cleaning and safety practices because the hazards involved with the job. For the stylist, Preventing the spread of infectious diseases and as a stylist focus on personal grooming and good business practices. I have been a hairstylist since 1969. Also in the motion picture business. The quality of the hairstylist coming out of all schools are failing. They either only cut or cant use an iron or they haven't learned etiquette etc. something is lacking. | 1/23/2017 12:26 PM |
| 19 | When you get the experience in time spent and actually doing the work, you have had enough of the basic training to get started and go far in your line of expertise.  | 1/23/2017 11:24 AM |
| 20 | I think in that amount of time you should have all your basic knowledge of the field   | 1/23/2017 9:52 AM  |
| 21 | I would even encourage the board to require more than 1600 hours   | 1/22/2017 8:57 PM  |
| 22 | Licensed since 1977 this field has changed.Its a different world out here. I think more class should be add on how to deal with the change in communications between the public.Seeing the different scalp problems are highly different in the past five years. We need more advertising to the public to informing how important it is to prevent hair damages when trusting You Tube Videos and services in the kitchens where there food is located putting there family's at risk for harmful bacterial germs.  | 1/22/2017 2:23 PM  |
| 23 | Right after school, Esthetician is not employable by industry standards. Employers typically require 2 years of experience = that is how long the schooling should take, in order to provide solid professional knowledge, attitude and experience.  | 1/22/2017 7:46 AM  |
| 24 | Yes, if those 1600 hours are truly spent on current techniques, science and procedure. So much of beauty school is about "how to pass the state board test" and not about real practical issues that come up as well as technique. So many people pass their boards, but still need to pursue further education to be competent in the field.  | 1/21/2017 8:25 PM  |
| 25 | More color theory cut and design   | 1/21/2017 8:25 PM  |
| 26 | However, it doesn't include sufficient hours to allow cosmetologists to practice esthetics.  | 1/21/2017 7:42 PM  |
| 27 | There should be more hours   | 1/21/2017 3:18 PM  |
| 28 | Could have been less, as I moved from New York and thought I was educated enough, I think it depends on where you go to school.  | 1/21/2017 9:41 AM  |
| 29 | I think it's just right.   | 1/20/2017 11:39 PM |
| 30 | They need more time on the floor   | 1/20/2017 9:38 PM  |
| 31 | with 6 or 8 months full time that's enough. this is not a profession that it pays too much like a nurse  | 1/20/2017 4:56 PM  |
| 32 | They need to be better prepared for this.  | 1/20/2017 4:44 PM  |
| 33 | I believe that you need a little more time cause there so much to learn. I think there has to be more time studying to.  | 1/20/2017 4:07 PM  |
| 34 | UNSUBSCRIBE  | 1/20/2017 3:09 PM  |
| 35 | 1600 is fine, but it shouldn't be anymore than this.   | 1/20/2017 2:35 PM  |
| 36 | but continuing education every 2 years should be required for renewal even if online. Illinois does this.  | 1/20/2017 2:32 PM  |
| 37 | it should be 1800.   | 1/20/2017 2:31 PM  |
| 38 | It's been 34 years since school, but I remember there was to much time spent on finger waves. Need more actual coloring and bleaching.   | 1/20/2017 2:07 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |   |                    |
|----|---|--------------------|
| 39 | I think it is too much, 99% of us won't do chemical straightning or nails or facials, I thing hair should be specific e.g. Cut and/.or color, or cut only, or colorist only, a lot of stylist are colorist only. We are antiquated in our teaching and testing methods in California, probably in the US , send your teachers to Europe to see how things are done, let's update our methods and have actual students that are totally qualified when they graduate, I think in Ireland for example the curriculum is two years, however you can are so qualified that u can pretty much open up your own salon when you graduate   | 1/20/2017 1:38 PM  |
| 40 | Basic training  | 1/20/2017 1:08 PM  |
| 41 | If you pay attention. Plenty of time.   | 1/20/2017 1:07 PM  |
| 42 | It depends on the school.   | 1/20/2017 10:32 AM |
| 43 | Some students have a difficult time completing the 1600 hours.  | 1/20/2017 10:31 AM |
| 44 | The more the better!  | 1/20/2017 9:24 AM  |
| 45 | Yes, but that being said extra hours of education wouldn't hurt showing more safety and the business side of a salon.   | 1/20/2017 8:03 AM  |
| 46 | It causes some subjects to be squeezed into 2 or 3 days... maybe a week. Then you never go over it again. Black hair care, for example...as well as skin and nails.   | 1/20/2017 7:58 AM  |
| 47 | It's too long given the amount of technical material that is required. It is all completed in about half the time and the other half is time we spent learning haircuts or wasting time, which is something that can be done as an assistant in a salon.  | 1/20/2017 2:27 AM  |
| 48 | Not only do I believe it's adequate, I think there should be more hours. The amount of graduates that come back because they feel unprepared for the theory and end up spending an extra month there anyway because the 1600 hours was hardly enough to study and get done the ridiculous amount of perms you gotta do. I think the requirements in practical are a f&#\$ing joke if u ask me. not once have I done a perm since cosmetology and I somehow got through avoiding taking clients who wanted perms so really it was pointless, it did help learning to section but either than that the amount of perms was excessive. I think blow-dry should increased as it is in high demand. As this survey mentioned, the times are changing and I believe the curriculum should meet the matching times I mean of course continue to include the basics and the history of where cosmetology is from and why we do things because I believe the book breaks things down perfectly however don't overdo the basics because it really take the excitement out of Cosmetology and people get exhausted and don't want to do anything and that's why the 1600 seems long because there really is no motivation to keep repeating the same thing over and over we are not getting paid instead use some of those requirements as theory time because most of the time they just checked off the amount of time you listened to them lecture not necessarily what you're learning like they do in the practical I think the whole curriculum needs to be rearranged when it comes to the theory and practical requirements and should focus on actually studying and not overdo the practical. I like when we would Practice State Board repetively but I mean doing a hundred perms when maybe that can be brought down to 30 and increasing theory/state board time seems more reasonable these aren't exact number is just an example. I think it should be 400 hrs of the basics 400 hrs of practice 400 hrs of state board practice 400 hours of theory. Maybe even a 2000 hr requirement at 500 hours a section would work even better, but of course tuition should be reduced | 1/19/2017 11:44 PM |
| 49 | Personally I felt cheated. I already had my esthetician license when I started Cosmo. Bi got credited about 400 hours which was great, but then felt like I was rushing to get all the required operations done because my time was fast approaching. I wish there would of been a separate program for us, instead of wasting time going over facials and waxing again when I didn't need to.  | 1/19/2017 11:04 PM |
| 50 | I know some states only require 1200 hours, but I feel that you are more prepared having to require more hours  | 1/19/2017 8:05 PM  |
| 51 | I feel like 1600hours is enough for safety and sanitation but not nearly enough for the art and science of being a cosmetologist.   | 1/19/2017 7:47 PM  |
| 52 | Very adequate, but the current curriculum includes completely unnecessary courses.  | 1/19/2017 7:47 PM  |
| 53 | need to be at least 2000 hrs. and more practical training   | 1/19/2017 7:46 PM  |
| 54 | You get good basics, but further training is needed for hair cutting in my opinion. After I left school I actually got much more in one on one training from a private salon. It would be nice to possibly try to figure a set of speciality classes on techniques in haircutting and proper selection of scissors, how to fit them individually and in addition more attention should be given to how to run your business, either your own or working for someone else. Street smarts if you would. Maybe internship in shops could become part of the required training to better prepare individuals to go out into the work field a little less blind to the reality of actually working in the field.   | 1/19/2017 6:53 PM  |
| 55 | However, I would add a Business Management class since most of us are Independent Contractors.  | 1/19/2017 5:45 PM  |
| 56 | I think more hours on the floor helping customers. Or interning. I was lucky enough to intern when I was in school which help get real life experience.   | 1/19/2017 5:23 PM  |



## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 57 | It is adequate to teach what is needed to pass the exam and become licensed. It is not enough to consider the person ready to perform all the services they will be able to in an adequate way and conduct a successful business.  | 1/19/2017 4:44 PM  |
| 58 | There should be more business training and follow up training required.  | 1/19/2017 4:20 PM  |
| 59 | Or more  | 1/19/2017 3:18 PM  |
| 60 | 1600 is adequate to learn the basics.  | 1/19/2017 3:01 PM  |
| 61 | as a salon manager for many years as well as a educator for more I see the need to maintain the required amount at 1600 or even to take it to 1800 as other states are doing. If you take away hours you will take away the ability for students that are slower learners or with language barriers to slow a class down by needing special attention to feel comfortable asking questions or asking for more hands on attention | 1/19/2017 2:49 PM  |
| 62 | I think teaching should be more in depth, not only for the basics but for present day hairstyling. Also, recognition of diseases, especially lesions such as melanoma should be studied.   | 1/19/2017 2:26 PM  |
| 63 | It's more about the quality of the teacher than it is the hours. I learned far more about color after school on YouTube in 30 min than in school. THE GOV AND SCHOOLS NEED TO LET STUDENTS KNOW THEY NEED AN ADDITIONAL BUSINESS LICENSE ! I had to pay 8 years back pay because no one informed me  | 1/19/2017 2:19 PM  |
| 64 | I have had my license since 1971, that said I feel I had adequate training.  | 1/19/2017 2:06 PM  |
| 65 | Yes but I know of "professionals" who buy their degrees from schools without doing the hours they study on their own and then take the state boards!   | 1/19/2017 2:04 PM  |
| 66 | 1600 hours is enough for cosmetology   | 1/19/2017 1:53 PM  |
| 67 | Need more hours  | 1/19/2017 1:46 PM  |
| 68 | If the correct procedures are being taught. Currently they are not.  | 1/19/2017 1:35 PM  |
| 69 | I think less hours is efficient enough.  | 1/19/2017 1:33 PM  |
| 70 | Nails/skincare and hair should be separated. Time is wasted on nail and skin care for people who have no interest in them. A separate license for hair only should be offered  | 1/19/2017 1:27 PM  |
| 71 | 1600 hrs. Which should also require an assistant or intern hours of at least 400 hrs.  | 1/19/2017 1:25 PM  |
| 72 | Assuming the individual fully applies themselves, 1600 hours is absolutely adequate for hair. However I don't think enough emphasis is made on skin and nails within those hours   | 1/19/2017 12:35 PM |
| 73 | Should be 2000 hours   | 1/19/2017 12:18 PM |
| 74 | Of course now know that they train you to pass the test, so one must be naturally talented Or must learn on th job or take extra classes to be really successful, as a customer I find the newer hair dressers are inadequate, especially in shampooing, at only successful with extra training I've been a licensed beaution for over 50 years  | 1/19/2017 11:34 AM |
| 75 | need more hours  | 1/19/2017 9:59 AM  |
| 76 | I feel that 1600 would be adequate if the focus was on hairstyling. The hours used for esthetics and nails would be better suited focusing on chemical applications and hair cutting fundamentals.   | 1/19/2017 8:36 AM  |
| 77 | I believe it's a good foundation. It's an industry that's continues to be educated but it's a good foundation for the essentials.  | 1/19/2017 7:47 AM  |
| 78 | As long as the student is receiving quality education during that time and not just styling a doll head for 500 of those hours   | 1/19/2017 7:10 AM  |
| 79 | I think they should incorporate the business end of the business. When I went to beauty school 23 years ago all that was taught was enough to pass the state board and the rest you have to learn on your own.   | 1/19/2017 6:15 AM  |
| 80 | I received comprehensive and enlightening training during this time after I switched to a better school at Fullerton College and was able to pass the test and step into a position with confidence in 3 months.   | 1/19/2017 3:59 AM  |
| 81 | Definitely depending on the school. Hours don't quantify nor qualify an individual. The level of education, dedication for high standards, competent instructors and each individuals ability to absorb and apply do.  | 1/19/2017 12:25 AM |
| 82 | There's so much stuff to cover that it makes it difficult for most people to comprehend.   | 1/18/2017 11:02 PM |
| 83 | This is definitely good. C   | 1/18/2017 10:47 PM |
| 84 | I studied cosmetology in Utah and I did 2000hrs I really think that's good amount of hours   | 1/18/2017 9:34 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 85  | More than enough- It's just more important for the teacher to properly teach new stylist coming out- I was totally misinformed about so many things as far as how the practical- I the written was no problem- I scored the highest score ever in my campuses history of existences- but I'm a nerd so studying came easy to me- but imagine if you have those who aren't well versed in academics and study, recognition- they can be easily discourage-  | 1/18/2017 6:20 PM  |
| 86  | More than adequate   | 1/18/2017 5:54 PM  |
| 87  | I sometimes feel more is needed with a focus on client consultations   | 1/18/2017 5:44 PM  |
| 88  | Why not use then word THINK instead of FEEL I like students to think not feel. It is not the hours, is the amount of education and PRACTICE the student gets while going thru training.  | 1/18/2017 5:29 PM  |
| 89  | If the subjects are covered in depth   | 1/18/2017 5:28 PM  |
| 90  | With the right instructor, everyone should be able to work towards a productive future.  | 1/18/2017 5:25 PM  |
| 91  | A 6 hour day and 30 hrs per week, and 1200 Total hrs is plenty of time to train new cosmo,   | 1/18/2017 5:23 PM  |
| 92  | I feel it could be done in 1000 hours. I feel students tend to start loosing interest and get bored . If it was more of a 100 hour crash course it would make it more interesting and Challenging  | 1/18/2017 5:09 PM  |
| 93  | For the cost for schooling does not reflect your income.school tuition needs to be lowered   | 1/18/2017 3:54 PM  |
| 94  | Theory is what's important in obtaing knowledge to pass written test.  | 1/18/2017 3:53 PM  |
| 95  | Yes, 1600 hours is sufficient and many States have only 1000 hours.  | 1/18/2017 3:52 PM  |
| 96  | I feel like you can never learn enough and that this is a good amount of time to learn a little bit of everything.   | 1/18/2017 3:51 PM  |
| 97  | but with the caveat that there should also be a required 1-2 year apprenticeship in a working salon.   | 1/18/2017 3:08 PM  |
| 98  | Yes 1600 hours is sufficient as long as the school truly understands keeping students in applied effort while on the time clock.   | 1/18/2017 2:49 PM  |
| 99  | Because one really learns on the job!  | 1/18/2017 2:34 PM  |
| 100 | if the course is done correctly  | 1/18/2017 2:32 PM  |
| 101 | I think that it could be shortened.  | 1/18/2017 2:20 PM  |
| 102 | I feel 1600hr is good to learn the sanitation portion of this trade but not enough yime to learn the skill.  | 1/18/2017 2:14 PM  |
| 103 | I believe more color theory would be helpful. I also believe an understanding of geometry would be very helpful. Many stylist don't have any idea what a 45° angle is, etc.  | 1/18/2017 2:07 PM  |
| 104 | I think there is a lot of wasted time/focus that isn't practical in real life of this preofession.   | 1/18/2017 2:01 PM  |
| 105 | I feel there should be more, weed out the people not willing to work for it.   | 1/18/2017 1:23 PM  |
| 106 | We should also have internships and on going requirements.   | 1/18/2017 1:13 PM  |
| 107 | It's adiqute for passing state board tests! But Salon work is more hands on then what I was given in my training , i.e. Schooling.   | 1/18/2017 12:46 PM |
| 108 | I think it should be more. I am an educator at my salon and find that people straight out of beauty school can barely do anything. i went ti school in Utah and it required 2000 hours. I felt more prepared for the occupation.   | 1/18/2017 12:42 PM |
| 109 | I think assisting in a salon for at least 6 months should also be part of the requirement.   | 1/18/2017 12:06 PM |
| 110 | I think it to long   | 1/18/2017 11:30 AM |
| 111 | I think it is enough time. There's enough hours to go over theory and practice what is taught.   | 1/18/2017 11:19 AM |
| 112 | I don't think the cosmetology program needs to exceed 1600 hrs.  | 1/18/2017 11:15 AM |
| 113 | There are a lot of sanitation rules to know and more time should be spent teaching not just a few basic outdated haircuts but how to do a proper consultation and be prepared to understand what a client wants and have the skills necessary to give the client what they ask for at all levels not just a basic limited level  | 1/18/2017 11:10 AM |
| 114 | Difficult to say. I had 1000 hours in NY originally which seemed like enough but things have changed a lot since then. One being customer service and the professional relationship with clients. That was EVERYTHING when I went to school and seems like that aspect is now lacking. And my personal pet peeve is that no one can do a shampoo like we did back then. We were taught that the relationship with the client begins at the sink and the client's judgment of your skills starts there too. Along with that there seems to be a lot of interpersonal skills that just lack in comparison to what our expectations used to be. | 1/18/2017 11:08 AM |
| 115 | As long as they learn and take a pre board   | 1/18/2017 10:59 AM |

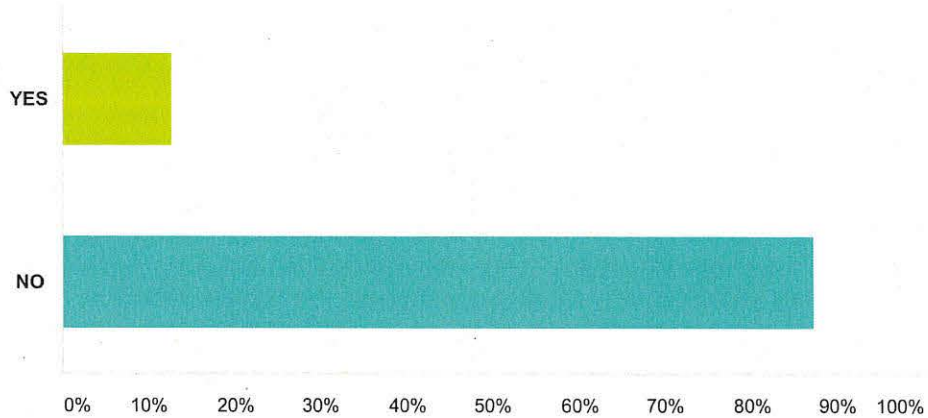
## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 116 | When properly implemented students equipped with the proper amount of hours.   | 1/18/2017 10:54 AM |
| 117 | More training hrs are needed to be a confident cosmetologist.  | 1/18/2017 10:42 AM |
| 118 | I am seeing a lot of new stylist with little grasp for basic cutting or basic hair coloring knowledge.... we need more focus on chemical services in general.  | 1/18/2017 10:38 AM |
| 119 | Very necessary to make sure that students know the importance of client safety, 1600 creates a good habit  | 1/18/2017 10:36 AM |
| 120 | I think there needs to be more focus on up to date procedures and techniques. More modern salon services   | 1/18/2017 10:31 AM |
| 121 | With so many new manicure techniques coming out, manicurist need more time training and assuring the safety of the client. I have been nicked a few times and I'm always afraid of infections.   | 1/18/2017 10:27 AM |
| 122 | would go longer since most outsidestars require more hours and education 1800-2000.  | 1/18/2017 10:14 AM |
| 123 | These hours should provide adequate practicum experience because you will be working on people's hair and everyone has a different hair type. I say yes, keep it at 1600 hours.  | 1/18/2017 10:14 AM |
| 124 | Not really, the students need more experience in Color and cutting techiques. I have been in the business for 29 years and have trained meaning new cosmos. Many of new graduates train under experienced Stylist for 6 months to a year before going out on they're own.      | 1/18/2017 9:57 AM  |
| 125 | comment on hairstylist only license. it never made sense to include the nails and skin care in the hairstylist license, the training in the full course does not adequately cover those areas to allow a hairstylist to do all 3 sections..immediately upon getting a license. | 1/18/2017 9:29 AM  |
| 126 | Yes, I really appreciate the amount of hours that it takes for a Cosmetology degree.   | 1/18/2017 9:05 AM  |
| 127 | As a former instructor, I feel that 1,600 hours is adequate. However, students seem to struggle about 900 hours in...perhaps a mandatory externship  | 1/18/2017 8:06 AM  |

# 1600 HOUR CURRICULUM REVIEW SURVEY

## Q2 Do you feel that the required amount of hours (1600) is excessive in providing training for Cosmetology licensure?

Answered: 784 Skipped: 2



| Answer Choices | Responses |            |
|----------------|-----------|------------|
| YES            | 12.76%    | 100        |
| NO             | 87.24%    | 684        |
| <b>Total</b>   |           | <b>784</b> |

| #  | Comments  | Date               |
|----|---|--------------------|
| 1  | No but there should be the option to do hair design only because neighboring states on the west coast have it and not everyone wants to do nails and skin   | 3/5/2017 1:55 AM   |
| 2  | I feel like we should lower the hours by maybe 200 hours ..   | 2/21/2017 11:28 AM |
| 3  | I actually felt that the time of 1600 hours was sufficient to prepare.  | 2/15/2017 7:55 PM  |
| 4  | Don't forget They are learning hair, skin and nails.  | 2/13/2017 8:02 PM  |
| 5  | See above comment regarding the lack of sterilization and sanitation.   | 2/9/2017 11:00 AM  |
| 6  | It forces students that need financial assistance to work in unethical salons under slave like conditions with little to no supervision. It is a cancer in our industry.  | 2/1/2017 11:57 AM  |
| 7  | It's minimal.   | 1/26/2017 8:30 AM  |
| 8  | Because of my comment above. Separate all training programs and licenses. Estheticians have and should go through a more rigorous training than we got in school 30 years ago.  | 1/24/2017 5:51 PM  |
| 9  | The 1600 hours should not only emphasize safe and professional practices but excellent business skills such as Paul Mitchell Systems & Vidal Sassoon Salons operating franchise and incorporated locations that constantly involve education regarding trends motivated by editorial public relations.  | 1/23/2017 4:31 PM  |
| 10 | it will give you enough to get you started.   | 1/23/2017 4:27 PM  |
| 11 | 1200 hours seems sufficient   | 1/23/2017 2:47 PM  |
| 12 | I feel that Cosmetologists in general are regarded as non- professionals, like food service people. The public doesnt understand we are board certified like a nurse or doctor. Because of the lack of professional pride in the past few decades we see a lack of respect in general. People go to Cosmetology school on too many programs as a last ditch effort instead really being dedicated. As a result, we have so many salons in this state that put out bad product from ill-trained hairstylists and the only ones making money are salon owners. That has disrespected us as a profession. Our curriculum is not enough. Our screening of students is inadequate. | 1/23/2017 12:26 PM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 13 | What you will need in the field the basics are cover.  | 1/23/2017 11:24 AM |
| 14 | I have worked with too many licensed cosmetologists who could benefit greatly from more training.  | 1/22/2017 8:57 PM  |
| 15 | Chemistry is a must service's change constantly! It needs more communications between identifying the different types of skin and textures while applying.   | 1/22/2017 2:23 PM  |
| 16 | I Believe there should be continued training on this   | 1/22/2017 1:53 PM  |
| 17 | Yes I feel like 1600 is too much   | 1/21/2017 7:47 PM  |
| 18 | It could be done in less time if the curriculum were streamlined.  | 1/21/2017 4:45 PM  |
| 19 | It is not enough   | 1/20/2017 9:38 PM  |
| 20 | In my experience most students do not attend school regularly to obtain and retain all the needed information theoretically or practically to be successful after 1600 hours of training.  | 1/20/2017 6:11 PM  |
| 21 | also they must separate (Cosmetology, Barber, Skin care, and Manicurist) they are not necessary because students they will specialize in only one.   | 1/20/2017 4:56 PM  |
| 22 | Not at all   | 1/20/2017 4:07 PM  |
| 23 | UNSUBSCRIBE  | 1/20/2017 3:09 PM  |
| 24 | Yes ,however read comments on question 1   | 1/20/2017 1:38 PM  |
| 25 | No I do not  | 1/20/2017 10:31 AM |
| 26 | It can take up to 2 years to complete cosmetology school which is a long time to have a trade.   | 1/20/2017 9:26 AM  |
| 27 | I'd say 1600 is perfect but with more theory time thrown in, the curriculum I believe just needs to be adjusted.   | 1/19/2017 11:44 PM |
| 28 | I think the more hours the more you learn & the more prepared you are for taking your test   | 1/19/2017 8:05 PM  |
| 29 | No, definitely NOT excessive. In fact too much is simply "touched upon," thereby producing stylist who are qualified according to state standards but lacking talent, creativity and ingenuity.  | 1/19/2017 7:47 PM  |
| 30 | However, I do feel that fewer individuals currently want or ask for perms. Hair color technique in my opinion is more important. Wave formation and perms could become a speciality (learn the basics, but make further training in this area an individual choice) again I would suggest speciality classes in this area. | 1/19/2017 6:53 PM  |
| 31 | But there should be a standard for the schools also. There some pretty crappy schools. Sorry for language but no other way to put it.  | 1/19/2017 5:23 PM  |
| 32 | Some of the required procedures aren't ever done again after state board. I believe that the curriculum should be evaluated to reflect today's salon environment.  | 1/19/2017 3:59 PM  |
| 33 | Or more  | 1/19/2017 3:18 PM  |
| 34 | Train on more men's cuts   | 1/19/2017 3:08 PM  |
| 35 | 1600 on just hair would be best  | 1/19/2017 1:27 PM  |
| 36 | I feel it could be longer because of the combined training. If the removal of nails and esthetics the course would benefit hairstylists to have more knowledge of fundamentals before licensure.   | 1/19/2017 8:36 AM  |
| 37 | More emphasis on haircuts. I lucky enough to be able to take extra cuttings classes after getting my license. Cuts are the basic to a great style.   | 1/19/2017 7:34 AM  |
| 38 | To complete the training and have the knowledge to follow the rules, takes this amount of time.  | 1/19/2017 3:59 AM  |
| 39 | Again, see above comments.   | 1/19/2017 12:25 AM |
| 40 | This depends upon if student shows skills to be successful while in school. Not having instructors who don't cheat those who truly should get another career.  | 1/18/2017 10:47 PM |
| 41 | I believe you only need around 1,000 hours maybe less. Just so you are informed about health, safety, and sanitation. The skills you learn happen over years of practice.  | 1/18/2017 6:54 PM  |
| 42 | If taught properly I believe 900-1100 hours is good- I was in school for almost 2years- going part time. Took way to long-   | 1/18/2017 6:20 PM  |
| 43 | After about 1200 hours I feel the material gets very repetitive. Most of the training will be done on the job anyway - and the license should be about learning to be safe with the public - not about learning to be artistic.  | 1/18/2017 5:59 PM  |
| 44 | 10 solid months, I believe it's something that could be cut in 1/2 and have the learn much more effective.   | 1/18/2017 5:54 PM  |

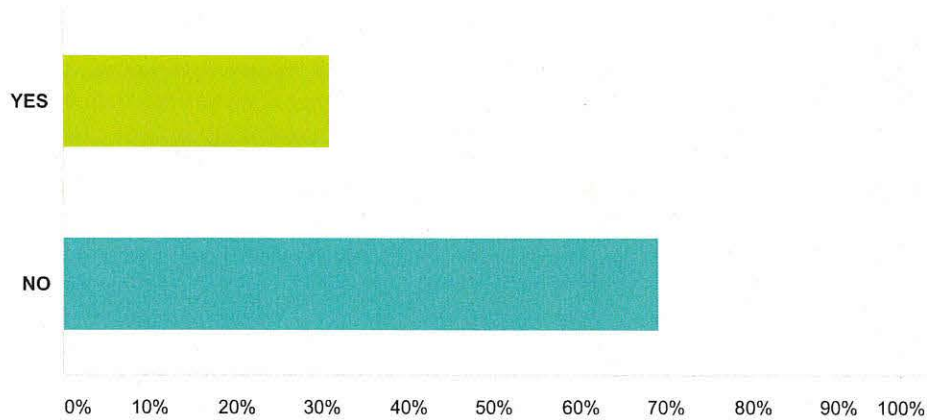
## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |   |                    |
|----|---|--------------------|
| 45 | I've taught and a major frustration for students and teachers is there is too much time expected per day - everyone is exhausted, and students could get in an intensive manner all they need in 1200 hours.  | 1/18/2017 5:23 PM  |
| 46 | See above   | 1/18/2017 5:09 PM  |
| 47 | Can't learn too much theory! And practical skills.  | 1/18/2017 2:34 PM  |
| 48 | There is more that can be learn if additional time was required   | 1/18/2017 2:14 PM  |
| 49 | I think more training on color formulas and currents hair cuts is needed  | 1/18/2017 2:06 PM  |
| 50 | I feel it's all about teacher quality. Not the required hours.  | 1/18/2017 1:03 PM  |
| 51 | I feel you need more hours hands on than what I had.  | 1/18/2017 12:46 PM |
| 52 | I feel more time should be required.  | 1/18/2017 12:06 PM |
| 53 | I think that 1600 hrs. is a little too much. Speaking from personal experience as a Marinello graduate I was a very established stylist/student and my chair was always full on days that we were allowed to take clients. However on days when we were doing bookwork and theory I felt as if it got very repetitive because we went over all chapters about four or five times. That would lead to students being bored, teachers not teaching the book just doing games or watching movies instead and it was all just because we needed to stay there for hours. instead of being productive we were just there strictly to get our hours while we were literally doing nothing. Myself included a lot of us were full-time employees or mothers that had a lot of other things going on outside of the program and it was very strenuous and tiresome because of all the void time that we could've been using differently | 1/18/2017 11:15 AM |
| 54 | We need more hours and not  | 1/18/2017 10:38 AM |
| 55 | It's more hours to do hair than it is to be a police officer. If the curriculum was streamlined it could be completed in 800-1000 hours easily  | 1/18/2017 10:38 AM |
| 56 | Proper Cleaning tool techniques, time management and custom service should all be intensified.  | 1/18/2017 10:27 AM |
| 57 | Students need to have a lot of practice in proper sanitation so they can perform adequately.  | 1/18/2017 10:19 AM |
| 58 | I think it is the right about of hours. There are a lot of cosmetologists' out there who are terrible at listening to people's wants and concerns.  | 1/18/2017 10:14 AM |

1600 HOUR CURRICULUM REVIEW SURVEY

**Q3 Do you feel there is a deficiency in theory hours or practical operations in any portion of the Cosmetology curriculum? If so, please provide an example.**

Answered: 767 Skipped: 19



| Answer Choices | Responses |            |
|----------------|-----------|------------|
| YES            | 30.90%    | 237        |
| NO             | 69.10%    | 530        |
| <b>Total</b>   |           | <b>767</b> |

| #  | Please provide example:  | Date               |
|----|--|--------------------|
| 1  | Ethnic hair  | 3/5/2017 1:55 AM   |
| 2  | There should be an increase in the practical hours of hair care for ethnic hair and hair styles.   | 3/2/2017 9:28 AM   |
| 3  | I believe much more color correction theory and advanced techniques for those who excell in color is needed as well as exceptions for different types of permanent wave applications   | 2/27/2017 7:58 PM  |
| 4  | Definitely in practical .. while you are transitioning to move to the floor.. maybe more in clipper training..   | 2/21/2017 11:28 AM |
| 5  | More practical hours are definitely needed   | 2/20/2017 11:37 PM |
| 6  | I think cosmetologist should receive more hours using clippers as this gives more versatility to us  | 2/19/2017 1:23 PM  |
| 7  | The actual process of a haircut.   | 2/18/2017 11:28 AM |
| 8  | The curriculum for night classes should be longer so the same amount of hours is put aside for each chapter cause night classes are shorter the curriculum should be longer.   | 2/15/2017 7:44 PM  |
| 9  | In male haircutting. Definitely in properly using and executing a clipper cut and how to fade in the lines between the different gaurds.   | 2/14/2017 4:47 PM  |
| 10 | What I see around are hairstyles with really bad color. Maybe more education in filling the hair shaft with the proper color so the hair doesn't look flat or green etc...   | 2/13/2017 9:58 PM  |
| 11 | The deficiency I see is the coriculum is out dated. Need to focus on more real-life services such as CUTE haircuts and ombre techniques to be relevant when graduating.  | 2/13/2017 8:02 PM  |
| 12 | I don't feel students should be doing practical on doll heads during State Board. It's not realistic to the field.   | 2/13/2017 4:58 PM  |
| 13 | More emphasis needs to be put on sterilization and sanitation, massage (i.e. manicures & pedicure) and color theory. Again, especially with regard to those who's first language is not English, as it appears there is a language barrier in that they do not fully grasp the necessity of these areas. | 2/9/2017 11:00 AM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 14 | Color correction in theory and practice, pre-lightening and use of vibrant colors. I left school entirely unprepared for the amount of clients requesting both.  | 2/8/2017 1:56 PM   |
| 15 | seems most graduates don't know COLOR or basic consultation or what service means with a general less than regard to the clients needs and wants, seems they are NOT understanding how to work with a client and HELP CLIENT needs   | 2/7/2017 9:33 AM   |
| 16 | I believe as a licensed instructor, that there should be more theory on all chemical aspects.  | 2/4/2017 9:15 PM   |
| 17 | For example, i was was personally doing more theory hrs than practical hrs due to lack of school supplies and over crowded classes.  | 2/3/2017 10:35 AM  |
| 18 | not enough time spent on theory in some schools and the schools do not take it seriously. Some schools only have students in theory for one hour/day. As for the hands on portion, most students do not get exposed to enough services while in school - some will clock out and have never performed a certain service on a real client.  | 2/3/2017 6:25 AM   |
| 19 | Color wheel and color correction. Facials, waxing, and makeup all need additional instruction and operation  | 2/2/2017 8:15 AM   |
| 20 | its very informative so you can always refer back ti you books   | 2/1/2017 7:42 PM   |
| 21 | Business knowledge and retail sales. Paul Mitchell and Aveda have figured out  | 2/1/2017 11:57 AM  |
| 22 | Brow and Lash tinting are both highly in demand.   | 1/31/2017 4:16 AM  |
| 23 | I feel more time should be spent on theory. Knowing why procedures are important are essential to passing State Board  | 1/28/2017 6:16 PM  |
| 24 | I feel that I could have used more practice with hair cutting techniques. At the time I finished school, I feel that I was not proficient enough with modern hair cuts. We are supposed to continue our own education by attending seminars, but there isn't a lot of information where one should go to find them; especially if you first hire on with a small shop.                         | 1/28/2017 2:54 PM  |
| 25 | Esthetics  | 1/28/2017 1:04 AM  |
| 26 | Most schools focus only on their curriculum for passing state board instead of incorporating customer service and other professional skills. As well as technical skills for haircutting.  | 1/27/2017 3:51 PM  |
| 27 | New hairdressers know little to none about color theory or application.  | 1/27/2017 12:54 PM |
| 28 | Esthetics  | 1/27/2017 11:40 AM |
| 29 | less theory, I've had girls who had no idea how to do an older ladies hair. Some still like their hair set on rollers or teach them how to use a small iron for curls for the ladies. Very few like or will do perms too. Body waves can make a lot of money.  | 1/27/2017 11:19 AM |
| 30 | Esthetics and Nails should not be included in this license. If Cosmetology was truly the most comprehensive license in the BBC, then they should complete the same hours required of the individual Esthetic and Nail licenses.  | 1/26/2017 1:41 PM  |
| 31 | Not enough time spent on makeup and skin care.   | 1/26/2017 1:07 PM  |
| 32 | I went to a city college, so I feel that the guidelines were a little stricter on theory hours than some of my colleagues that went to private cosmetology programs.   | 1/26/2017 12:38 PM |
| 33 | We need more theory and practical education in both areas. Integumentary, skin and scalp, and holistic theory and practical applications to include Essential Oils to skin and scrap treatments and how to apply. Students need to know pros and cons... etc.  | 1/26/2017 8:30 AM  |
| 34 | I feel people need to learn techniques more than just what is the latest look.. That way they have a wider range of things they can do   | 1/25/2017 7:28 AM  |
| 35 | Having worked with 2 popular cosmetology schools, I think there should be at least 4 educators in every school trained by state board or state board examiners should be present to light a fire under seasoned students who have become complacent/comfortable and guide them thru actually state board tests (theory&practical) so when the student leaves they feel confident and prepared. | 1/24/2017 11:19 PM |
| 36 | Practical operations insufficient  | 1/24/2017 9:52 PM  |
| 37 | The business and communications aspects of the hairdressing business.  | 1/24/2017 5:51 PM  |
| 38 | Especially the theoretical. Trainees are not getting enough safety training hence more instances of lice and nail fungus.  | 1/24/2017 1:41 PM  |
| 39 | There is not enough time spent on esthetics.   | 1/24/2017 12:26 PM |
| 40 | A lot of students leave cosmetology school, get licensed and still do not know how to adequately do hair, get clientele, or market a business.   | 1/24/2017 11:26 AM |



## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 41 | I think more time spent executing technical haircuts on dollheads/ live models would be more beneficial than rushing through a high volume of new clients. Mastery of the cut/color skill set is often overlooked during a program and often is expected to take place in a salon post-completion of cosmetology school  | 1/23/2017 5:50 PM  |
| 42 | The deficiency is the lack of good business skills especially booth rent versus commission operated salons.  | 1/23/2017 4:31 PM  |
| 43 | It would be nice to work with more actual clients instead of the dummy heads.  | 1/23/2017 4:27 PM  |
| 44 | There was not enough real life training to prepare me for color applications( like gray coverage & fashion color) & haircuts( layers & fading clipper cuts). Too bad it didn't properly prepare me to enter the workforce. I felt like I had to learn everything myself or at my new job.i feel like the hours could be the same if the theory & practical better focused on real life experience.   | 1/23/2017 3:33 PM  |
| 45 | Depending on the school. From personal experience and many comments from other hair stylists, there is evidence that some schools falter on their responsibility to provide the training they are required to teach and only focus on state board training, leaving graduates without basic hair styling skills and only enough skills to pass the state board exam. Schools should be monitored more to insure they are giving students adequate theory and practical training.   | 1/23/2017 2:47 PM  |
| 46 | Skin Care  | 1/23/2017 12:54 PM |
| 47 | All phases of haircutting, wigs, color, the importance of personal grooming, manners, etiquette (ie: no texting or talking while you have a client, tardiness, keeping your area clean)how to develop a clientele. since it is california were talking about, there should be something pertaining to the film business. Maybe a few osha subjects on how to read an SDS. proper ventilation, How to get a job... so many people need cancer aftercare, wigs and non-surgical hair replacement should be in the curriculum. Also important I feel the stylist should be told how to protect themselves in the long term, everything from shoes, posture, support stockings, gloves. Students that pursue this need to know what is really required from them out in the field. | 1/23/2017 12:26 PM |
| 48 | Some operators can not do a shampoo set. I thought that was a basic practical operation. It's still needed in the salon for young and old.   | 1/23/2017 12:06 PM |
| 49 | I think there needs to be more theory hours devoted to color correction and current popular chemical straighteners.  | 1/22/2017 8:57 PM  |
| 50 | I do not feel there is currently adequate theory/practical hours to cover hair, nails & skin. I think it would be most beneficial to have 3 different programs, 3 separate licenses.   | 1/22/2017 6:06 PM  |
| 51 | Skincare   | 1/22/2017 4:31 PM  |
| 52 | Cosmetology should focus strictly on hair services and the sciences used therein.  | 1/22/2017 2:59 PM  |
| 53 | I was just so disappointed as I attended classes a Marrinello Beauty College As I witness the uncaring in class how the staff really cared less on the conditions weather the students understood or not. We need more inspectors from the state board to sit in on how the Cosmetology School's are conducted ASAP. The field of Cosmetology is not going to excel in a positive admired future enrollment! I witness student's telling me I'm not learning anything I'm afraid I going to fail the state board I have 1500 hours and I know nothing!!!! This is wrong this field will end up with plenty of law suits. This makes it look bad for the real PROFESSIONALS.  | 1/22/2017 2:23 PM  |
| 54 | It would really depend on the school, and the instructors.   | 1/22/2017 2:10 PM  |
| 55 | besides pshysiology, there is not much theoretical teaching on technology, diseases, disorders and business of esthetics (client and salon management).  | 1/22/2017 7:46 AM  |
| 56 | Basic understanding of the chemical makeup/composson of the hair.  | 1/21/2017 9:59 PM  |
| 57 | Yes. The amount of hours devoted to skin care and nail care is inadequate for the student that wishes to do hair, skin and nails.  | 1/21/2017 8:25 PM  |
| 58 | Facial skin care maybe add eye lash extensions Or blading for brows  | 1/21/2017 8:25 PM  |
| 59 | Esthetics  | 1/21/2017 8:16 PM  |
| 60 | Esthetics. Should be 600 as for the Esthetician's license.   | 1/21/2017 7:42 PM  |
| 61 | Skincare is barely covered and many cosmetologists go out into the field without understanding safe practices.   | 1/21/2017 7:37 PM  |
| 62 | Skin and Nail disorders  | 1/21/2017 3:18 PM  |
| 63 | There should be a higher amount of practical operations hours over theory hours.   | 1/21/2017 12:46 PM |
| 64 | It appears stylist no longer understand the basics. What is in products, why you use one relaxer over another, how to read products. How to use color. etc...  | 1/21/2017 10:45 AM |
| 65 | So many perms and wet sets are not needed.   | 1/21/2017 10:37 AM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 66 | Part of the hours should include an internship in a salon for hands on practice and bullring knowledge on how to run a salon.  | 1/21/2017 10:34 AM |
| 67 | It's the school, if it's good then no there isn't a deficiency.  | 1/21/2017 9:41 AM  |
| 68 | More time needs to be spent asking the client how they want to take care of the styling process of their hair and what their lifestyle is. Also time needs to be spent on teaching communication skills to the stylist so they are more focused on the client and not on themselves.   | 1/21/2017 8:41 AM  |
| 69 | Would like schools to provide brush up courses for those that have been in the field but have not used their skills to keep them proficient.   | 1/21/2017 7:27 AM  |
| 70 | Require more haircutting theory and practical.   | 1/21/2017 6:34 AM  |
| 71 | Never held accountable   | 1/20/2017 11:10 PM |
| 72 | More customer service, more colour theory  | 1/20/2017 9:38 PM  |
| 73 | I think that there should be more training in color and bleaching and the damage that it causes. How to prevent damage and encourage healthy hair through a respect for the tools your using on your client. Chemicals can be used successfully when they are respected.   | 1/20/2017 9:25 PM  |
| 74 | Color  | 1/20/2017 7:26 PM  |
| 75 | Depending on the school the student attends, the theory and practical curriculum do not coincide with each other. Thus, confusing the student in both areas.   | 1/20/2017 6:11 PM  |
| 76 | in state school of cosmetology teachers don't have to much knowledge and because state pay for that. they don't care too much  | 1/20/2017 4:56 PM  |
| 77 | More theory in all techniques of hair and less in nails and Estation   | 1/20/2017 4:44 PM  |
| 78 | I believe in my 30 plus years in the industry and educator that theory and practical should be balanced in the training.   | 1/20/2017 4:25 PM  |
| 79 | I think theory is very little time. I think theory should be maybe a little longer because that encourages the person to study a little more   | 1/20/2017 4:07 PM  |
| 80 | More theory. More operations pertaining to 2017.   | 1/20/2017 3:21 PM  |
| 81 | Skincare techniques including more practical review of facials, peels, waxing, and makeup application.   | 1/20/2017 3:12 PM  |
| 82 | UNSUBSCRIBE  | 1/20/2017 3:09 PM  |
| 83 | I feel they really need to know more about color, how it works and and how you mix colors, theory of color, there is never enough, that they come out with. And ingredients, they know nothing about what is in the products.  | 1/20/2017 1:40 PM  |
| 84 | Absolutely there is a massive deficiency, there should be 70% practical in an actual salon, and not just any mismanaged salon looking for free or cheap student staff , the board needs to contract with high end salons in affluent areas so that when students graduate they know how to cut hair, how to blow dry and how to be able to look st hair and determine base tone and color etc. I graduated from lake forest beauty college 13-14 Years ago, knowing absolutely nothing except how to put a door head on a stand . The same for barber college, these schools are charging an enormous amount of money with no true jobs at the end. I went back to Paul mitchel the school in Costa Mesa in 2014 , spent \$12k on esthetician license , still paying it off, I had no real life experience outside of school, so I couldn't find a job. I think these schools should be accountable to place their students in a job upon graduation. Look at the schools in the U.K. At how well they are trained, ours is so inferior. | 1/20/2017 1:38 PM  |
| 85 | More color and chemical experience needed!   | 1/20/2017 1:32 PM  |
| 86 | Theory was very brief. Didn't expect to be on the floor working as soon as I did, as inexperienced as we were in the second week of school.  | 1/20/2017 1:29 PM  |
| 87 | More hands on practice is necessary and color classes for understanding  | 1/20/2017 1:20 PM  |
| 88 | Young stylist don't really know how to do hair once they graduate  | 1/20/2017 1:14 PM  |
| 89 | Theory hours need to be more effective within biology, chemistry, and Mathematics. I found being an instructor the level of competence with students coming in the beauty industry was not qualify read instruction Nor take directions.   | 1/20/2017 1:08 PM  |
| 90 | mainly Caucasian hair  | 1/20/2017 12:34 PM |
| 91 | Very minimal training in manicuring maybe 10 percent of time was spent on nails during the 1600 hours.   | 1/20/2017 11:37 AM |
| 92 | The students are not taught enough styling with blow dry or rollers. I find that the Students are not helped enough my the Instructors' in this field.   | 1/20/2017 10:39 AM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                    |
|-----|---|--------------------|
| 93  | Theory when I taught was so little and basically all the students wanted was to take the test, not retain the information.  | 1/20/2017 10:32 AM |
| 94  | Many students would cheat and not do the operations properly.   | 1/20/2017 10:09 AM |
| 95  | There needs to be more training in actual technical skill and less on theory that isn't necessary   | 1/20/2017 9:26 AM  |
| 96  | There is a deficiency in practical operations in the following areas: hair coloring, highlighting and low lighting, balayage, blow drying and styling, use of an electric curling iron, use of an electric flat iron and cutting techniques for different hairstyles, working with diverse hair textures and also in the most updated chemical straightening techniques.  | 1/20/2017 8:59 AM  |
| 97  | Too many roller sets and perms, not enough color and highlights/ lowlights  | 1/20/2017 8:46 AM  |
| 98  | No but there could be more wouldn't hurt.   | 1/20/2017 8:03 AM  |
| 99  | See comment in question 1.  | 1/20/2017 7:58 AM  |
| 100 | More practical, and current trend, operations would be helpful  | 1/20/2017 6:40 AM  |
| 101 | Color mixing and bleaching  | 1/20/2017 5:49 AM  |
| 102 | However, teachers are not always organized in providing us with the correct training. Often the state board training is done in a hurry the last few weeks before the exam.   | 1/20/2017 2:27 AM  |
| 103 | I believe there needs to be a lot more focus on the theory. I hold a bachelor's degree in business as well as my cosmetology license. It was extremely dissapointing that I had NO time to study. Literally. I was NEVER given time so I worked harder to get all my practical requirements out of the way sooner therefore I can have time to actually sit and study. Once I was considered a "senior" at 1200 hours, I was given one day a week to study and cram 1600 hours worth of lessons in a few weeks. It was exhausting. The educators themselves sometimes are uneducated in teaching and don't care they just stress just to focus on the practical and they teach one to believe as long as u can face the theory and pass u can do whatever you want. Personally I studied the milady text cover to cover and I passed my text in 17 minutes and was called 5th to receive my license. I did hair for 3 months after and ended up in the business end of the beauty industry making more money than I can ever make doing hair not only cause of my bachelor's, but because I took the time to learn my craft and I believe if more women were taught in this industry to study and be smart versus you can be dumb and do this and make money maybe there would be more confident women and men leaving cosmetology school and getting their license and actually feel good about it. Women and men are not instructed on the business end and how to survive in this field and I am so grateful I went to college because of the lack of education I was provided in 2 different Cosmo schools. | 1/19/2017 11:44 PM |
| 104 | It needs to be more topic driven following the current textbook subjects  | 1/19/2017 11:36 PM |
| 105 | There definitely needs to be much more theory on color cutting. 1600 hours to cram everything in isn't enough time to do a thorough class.  | 1/19/2017 11:04 PM |
| 106 | Chemical knowledge  | 1/19/2017 9:50 PM  |
| 107 | Men haircuts are not included or Color correction.  | 1/19/2017 8:59 PM  |
| 108 | Practical real world training is lacking.   | 1/19/2017 7:47 PM  |
| 109 | First and foremost, particularly in today's low maintenance society, the earmark of a good stylist is their cutting skill. There is not enough emphasis placed on developing this skill. It is the difference between a great stylist and a mediocre well-rounded hair dresser.   | 1/19/2017 7:47 PM  |
| 110 | students need to study and read the book  | 1/19/2017 7:46 PM  |
| 111 | More theory.  | 1/19/2017 7:06 PM  |
| 112 | My particular school covered the theory quite well. This may not be the case for all schools as I did leave my original school to go to another school with more advanced training in theory. Many schools put students out on the floor after a set period of time in classes and then they sit there...maybe they get clients and maybe not, This time is often misused in my opinion if there are not enough clients for the students to get practical experience with. Again I think is some type of system where students could actually work as interns in local shops that might get some subsidy for taking students in for actual salon training. The school floor is very different from an actual salon experience.  | 1/19/2017 6:53 PM  |
| 113 | It's a little difficult to say, Jo sent to school in 1968-69, things I'm sure have changed!   | 1/19/2017 6:46 PM  |
| 114 | We need more practical hours we need more hands on anyone can read n memorize a book but experience is key!   | 1/19/2017 6:35 PM  |
| 115 | They need to be more curriculum on your finical responsibility what u need to do for tax purposes. Just so that first step out your totally prepared.   | 1/19/2017 5:23 PM  |
| 116 | I feel it is very out dated and a lot doesn't apply to dailey life in a salon   | 1/19/2017 4:53 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                    |
|-----|---|--------------------|
| 117 | However, I graduated over 15years or more. I believe theory and practical operations is important. There needs to be CEU's for cosmetologist to become trained and familiar with new information and new styles. Cosmetologist need to be able to apply new learning techniques adequately, along with obtaining certification in their new skill.  | 1/19/2017 4:34 PM  |
| 118 | All teachers should be able to teach a class if another teacher is out, wether it's spanish or English.   | 1/19/2017 4:04 PM  |
| 119 | Practical   | 1/19/2017 3:46 PM  |
| 120 | I think that students need to know more about color. I feel like the theory is there but the grasp of true life applications is not.  | 1/19/2017 3:38 PM  |
| 121 | There was not enough time for practical application   | 1/19/2017 3:14 PM  |
| 122 | Well not all school are created equal. I felt that my school had a ton of theory hours. Where as friends that went to other school had a ton of practical not enough theory and failed their first exam or didn't feel prepared.  | 1/19/2017 3:06 PM  |
| 123 | No. I think both are adequate.  | 1/19/2017 3:01 PM  |
| 124 | Safe bleaching techniques   | 1/19/2017 2:51 PM  |
| 125 | I feel some areas need more required hours.sanitation and disinfection need to be changed to more required hours .  | 1/19/2017 2:49 PM  |
| 126 | Yes I think there should be a section on running a business and paying taxes on a 1099 or W2. This is an important aspect of our industry that I feel can be taught in school..   | 1/19/2017 2:49 PM  |
| 127 | Students need to continue to focus and director need to support instructor more, instead of focusing on tuition and not caring about supporting instructors.  | 1/19/2017 2:48 PM  |
| 128 | I believe both should Be improved.  | 1/19/2017 2:26 PM  |
| 129 | I'm seeing a tremendous amount of new clients with broken damaged hair and bad color. It seems hair care is lacking. I visited a beauty collage for a min lighting. Because they didn't use Olaplex which is widely known to protect hair my hair was very dry and brittle.   | 1/19/2017 2:19 PM  |
| 130 | I think there should be more practical in coloring and less hours of wet styling. Wet Styling is not as common anymore.   | 1/19/2017 2:08 PM  |
| 131 | I think assisting hours in verified salons where students are working on hair and not being slaves should be part of their hours!   | 1/19/2017 2:04 PM  |
| 132 | I believe that having more hands on classes would benefit the stylist for their future.   | 1/19/2017 1:58 PM  |
| 133 | Not enough real world, hands-on work with color.  | 1/19/2017 1:58 PM  |
| 134 | I feel like schools should focus more on how to talk to clients, professional etiquette, etc. focusing on modern times.   | 1/19/2017 1:54 PM  |
| 135 | Need more practical experience, less pin curls!   | 1/19/2017 1:51 PM  |
| 136 | I feel practical should be updated . Also I feel an assistant should be able to shampoo without a license. I don't understand how a person can do extensions without a license and destroy someone's hair but you have to have a license to shampoo ? Very outdated !   | 1/19/2017 1:33 PM  |
| 137 | Clipper cutting, Color theory and the business of being successful should be covered more.  | 1/19/2017 1:27 PM  |
| 138 | Testing to pass in theory should be testing in above 80%. Practical skills are where the students learn the most and they start to develop skill. I feel all new cosmetologists should have to do an intern or assistant program too.   | 1/19/2017 1:25 PM  |
| 139 | Require 300 wet sets but only 80 haircuts...if u mess up wet set, u just wet n redo..if u mess up haircut?nothing u can do.   | 1/19/2017 12:53 PM |
| 140 | Practical operations. They need more instructors to show them how to do a great haircut and color. I went to a local beauty college in my area to get it cut and had to go back 3 times since it was crooked and again instructor telling me the next girl was his star pupil and again she did a lousy job and said she had many customers she has been doing for years and wants to rent a station when she gets her license. Scary, plus when she blew dryer it gave me a hairstyle from the 60's. | 1/19/2017 12:18 PM |
| 141 | More hands on instructor time   | 1/19/2017 11:35 AM |
| 142 | Could se better practical training  | 1/19/2017 11:34 AM |
| 143 | need to study on more (test )any avenue of service color, facials and on bacterial infection.   | 1/19/2017 11:24 AM |
| 144 | As past cosmetology instructor & salon owner I feel that all students should have certain hours in working salon to learn proper business practice & good customer service. Teaching more than just how to pass state board exam.   | 1/19/2017 11:18 AM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                    |
|-----|---|--------------------|
| 145 | The training should be offered to only do hair, not nails and esthetics, if desired. The training in the nails and skin is a big fat waste of time and energy when you only want to do hair. I think it should be the students choice.  | 1/19/2017 10:39 AM |
| 146 | As a former instructor I feel that the business chapters and chemistry , sanitation, skin care, and nails were classes that should have had more operational and theory. Hair style change quite often defines creativity, where as chemical and sanitation and disease should be focus . Theory is the most important and many lack the knowledge but perform creatively with risk   | 1/19/2017 9:59 AM  |
| 147 | There is so much material and practical it is difficult to cover and fully understand everything there is to know about Cosmetology. Ie: chemicals, biology, anatomy, precision!  | 1/19/2017 9:57 AM  |
| 148 | I graduated from beauty school in 1969...had little breaks. I really don't know all the answers to all of your ??? because training has really changed...not just in beauty school. When I got out is when my true training started. The company I worked for had trainers from New York come and train all of the stylist.   | 1/19/2017 8:59 AM  |
| 149 | I feel that clipper cutting should be included in state board licensing for cosmetologists. Proper use and sanitation of these tools will be imarpative to a new professional.  | 1/19/2017 8:36 AM  |
| 150 | Teach students to do a great shampoo. I have been licensed for 51 years, (yikes, love doing hair) have felt that a great shampoo starts a confident relationship with a client. The first salon owner I worked for is who taught me how to shampoo. I know that seem trivial.. we all want clean hair.  | 1/19/2017 7:34 AM  |
| 151 | There is a deficiency in skin and nail care hours. Cosmetology covers all services and licensees should have a solid underdanding of everything service their license covers  | 1/19/2017 7:10 AM  |
| 152 | The school I went to just taught the most minimal basics of haircutting and I have always felt a little deficient in this have had to take extra classes  | 1/19/2017 7:01 AM  |
| 153 | I receive sufficient review in all areas at Fullerton College.  | 1/19/2017 3:59 AM  |
| 154 | Again, see original comments.   | 1/19/2017 12:25 AM |
| 155 | after learning required basics it would be beneficial to know the latest trends prior to graduating and help student feel more prepared. Also about what job opportunities and ways to begin career after passing exams. I know I felt lost and wished I'd been better informed.  | 1/18/2017 10:47 PM |
| 156 | Equal hours for every department  | 1/18/2017 10:39 PM |
| 157 | I think the curriculum needs to be updated. There isn't enough color education, for example. Color is in high demand and some schools only focus on what's needed to pass the exam but that doesn't help in the real world. There should also be more about makeup. Makeup artists are also in high demand and I think as a cosmetologist you should know about EVERYTHING. Esthetics, makeup, color, even cutting. All need more attention in the education in order to succeed in the real world. It's very difficult to find an apprenticeship to learn all of these things and then it makes it difficult to succeed. People are sensitive about there looks and want the best. But without the right eduction how can people succeed and have happy clients? | 1/18/2017 9:49 PM  |
| 158 | I feel honestly like there is a lack of balance. Theory is extremely important in understanding and passing state board. Anyone can be "good" at hair but a cosmetologist should fully understand how and why things work.  | 1/18/2017 9:42 PM  |
| 159 | Most instructors are not experienced or knowledgeable about textured hair. We were not properly taught how to prepare wavy/curly/kinky hair for a proper press. The instructors would tell us to read about it and watch videos, but they never tried it themselves. In addition, students were only taught basic color application techniques, but were never taught any advanced techniques used for highly requested services such as: platinum blonding, punky colors, and high-lift coloring. Other theories not covered that should be covered much are: toning hair, mixing colors together, etc.  | 1/18/2017 9:30 PM  |
| 160 | The hours just need to be used better. 1600 hours is more than enough time to develop the basic skills needed to practice safely. Also, there is a lot if down time which is a waste of money.  | 1/18/2017 8:39 PM  |
| 161 | There needs to be more specific training on cutting hair for both men and women. Newly licensed stylist believe they do not need more training. Over confidence leads to burned-out stylists  | 1/18/2017 8:38 PM  |
| 162 | There should be more time to practice and get a feel of the real work outside the beauty school   | 1/18/2017 8:32 PM  |
| 163 | I feel like more time should be spent on theory and what is learned that day the student should be tested that day in practical time  | 1/18/2017 7:49 PM  |
| 164 | Practice and advanced haircutting techniques should be taught. I know hairdressers who just have no idea how to give good haircuts, they barely have basic knowledge of design and haircutting.   | 1/18/2017 7:27 PM  |
| 165 | Proper training prior to the hands on work with clients is absolutely necessary.  | 1/18/2017 6:47 PM  |
| 166 | The actual business portion needs way more hours  | 1/18/2017 6:31 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                   |
|-----|---|-------------------|
| 167 | I found that there were discrepancies in the book verses how things can be solved- or resolved realistically in the salon.  | 1/18/2017 6:20 PM |
| 168 | It's just the amount of time being spent on things/services that probably 90 percent of Cosmetologists do not even perform.   | 1/18/2017 5:54 PM |
| 169 | Too many operations required for perms, more operations should be added for precision and clipper cutting.  | 1/18/2017 5:38 PM |
| 170 | There is not a matter of deficiency, is a matter of the student practice enough to be ready to go to work when they get the license.  | 1/18/2017 5:29 PM |
| 171 | I feel that certain portions of the curriculum are no longer relevant and more attention could be spent on skills to help advance careers   | 1/18/2017 5:28 PM |
| 172 | Theory needs to be stressed a bit more especially on applying chemical svcs correctly. A lot of students come in with bad habits and wrong understanding.   | 1/18/2017 5:23 PM |
| 173 | Pedicures and manicures   | 1/18/2017 5:20 PM |
| 174 | I feel there needs to be more attention to certain sections in theory than others. Also practical needs to for every area of cosmetology not just a few here and there. All types of hair should be added to theory and practical as well   | 1/18/2017 4:18 PM |
| 175 | I feel there needs to be more education on color theory, mixing and formulating.  | 1/18/2017 4:17 PM |
| 176 | Time needs to be spent teaching students how to build a business.   | 1/18/2017 4:14 PM |
| 177 | Pin curls and finger waves should be abandoned. Updated operations would be preferable.   | 1/18/2017 4:09 PM |
| 178 | No, true practice skill is developed over time. Everyday practice working in a salon.   | 1/18/2017 3:53 PM |
| 179 | Most cosmetology school doesn't provide enough class to touch up on the theory part and the practical part of the program.  | 1/18/2017 3:39 PM |
| 180 | Practical training for succeeding in working in a salon with tricks of the trade would set new Cosmetologists up for success.   | 1/18/2017 3:13 PM |
| 181 | There should be more requirements for color theory. Not having students working on perms, when a lot of students don't practice perms when they are out of school.  | 1/18/2017 3:13 PM |
| 182 | Most hair stylist do not know how to formulate color . That needs to change.  | 1/18/2017 3:13 PM |
| 183 | 1600 hours does not allow enough experience with color and permanent wave work.   | 1/18/2017 3:08 PM |
| 184 | There is not nearly enough emphasis put on the theory portion of Cosmetology no are the importance of the student's ability to pass the theory portion of the State Board examination. This is very concerning to me especially since I am the State Board instructor at my school. And by the time I get the students which is at the very end of their program if they haven't connected into theory and be held accountable then it's very unlikely they will pass that portion of the examination | 1/18/2017 2:49 PM |
| 185 | If number of services is the same, more emphasis should be placed on cut, chemical services then on shampoo/sets.   | 1/18/2017 2:37 PM |
| 186 | I think that there could be more current coloring techniques taught~  | 1/18/2017 2:34 PM |
| 187 | I feel the theory hours should be extended and hire teachers who know how to teach.   | 1/18/2017 2:26 PM |
| 188 | I believe that there could be more practice to clipper cutting  | 1/18/2017 2:20 PM |
| 189 | I feel that there should be more required theory hours.   | 1/18/2017 2:19 PM |
| 190 | Most schools do not teach proper hands on technic. Studenta are rush on to the floor without the experience   | 1/18/2017 2:14 PM |
| 191 | I feel there is a deficiency in practical operations.   | 1/18/2017 2:12 PM |
| 192 | I believe more color theory would be helpful. I also believe an understanding of geometry would be very helpful. Many stylist don't have any idea what a 45° angle is, etc.   | 1/18/2017 2:07 PM |
| 193 | Modern styles   | 1/18/2017 2:06 PM |
| 194 | There definitely needs to be more hours devoted to practical applications. Too many newly licensed cosmetologists enter into the work force right after obtaining their license and they are ill qualified for a stylist position. They end up working at a salon that does not offer education in order to gain experience, and receive very little if any support. MANY mistakes are made on clients, and it is often repeated over and over again unfortunately.                                   | 1/18/2017 2:03 PM |
| 195 | More practical experience- not on doll heads  | 1/18/2017 2:01 PM |
| 196 | I think it depends on where you choose to go for training.  | 1/18/2017 1:57 PM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 197 | more hours needed in color and color correction. Speed should also be a factor when wrapping 8 section perms   | 1/18/2017 1:55 PM  |
| 198 | When I was in school 28 years ago, there wasn't enough focus on advanced cutting or color techniques. Maybe that's changed now.  | 1/18/2017 1:41 PM  |
| 199 | I believe theory is great but an extension to practical operations could hugely benefit new licensee'. Particularly in chemical services and clipper cutting.  | 1/18/2017 1:25 PM  |
| 200 | Yes on African American hair is not enough knowledge   | 1/18/2017 1:22 PM  |
| 201 | Make up. I went for another 200 hours in Make up so I could be a Make up artist. More Skin care info.  | 1/18/2017 1:16 PM  |
| 202 | Cutting hair or coloring must be learned hands on. More practical hours should be attained   | 1/18/2017 1:13 PM  |
| 203 | Depending on the class of students at the time and their knowledge, the class can be more in debt and tailored to that particular class environment.   | 1/18/2017 12:57 PM |
| 204 | More theory needs to be provided and some practical operations need to be updated.   | 1/18/2017 12:56 PM |
| 205 | I feel chemical processes and procedures could be longer taught and practiced by the teacher for the students!   | 1/18/2017 12:46 PM |
| 206 | I think 50/ 50 is best. Artistic people can't sit in a class all day. we are tactile learners that is why we want to be hairdressers. but theory is just as important as hands on.   | 1/18/2017 12:42 PM |
| 207 | There needs to be more practical experience  | 1/18/2017 12:39 PM |
| 208 | In my opinion, students who graduate know so little on aesthetic theory with all the new technologies abound.  | 1/18/2017 12:39 PM |
| 209 | An apprentice or mentor program would help be most beneficial to the profession.   | 1/18/2017 12:06 PM |
| 210 | Not enough business training/ client building training   | 1/18/2017 11:50 AM |
| 211 | There should be more practical hours   | 1/18/2017 11:36 AM |
| 212 | Color theory, addressing undertones when lightening hair, adding undertones when darkening hair, makeup application theory and working with different skin tones/shades  | 1/18/2017 11:19 AM |
| 213 | I believe that both theory and practical operations are efficient I just think they could be more condensed to shorten the amount of hours that are required by the state of California in order for you to take your state board exam   | 1/18/2017 11:15 AM |
| 214 | Yes definitely not enough practical training to prepare for practical operations   | 1/18/2017 11:10 AM |
| 215 | Not familiar with the curriculum in CA as I did not complete my schooling here but per my comment above, yes, practical operations might need to be looked at and re-structured.   | 1/18/2017 11:08 AM |
| 216 | I think the curriculum should be current. Students should learn the basics of past hair techniques and focus on the new trends and techniques  | 1/18/2017 11:05 AM |
| 217 | They don't teach any business skills. Out of date curriculum   | 1/18/2017 11:04 AM |
| 218 | Hair cutting   | 1/18/2017 11:01 AM |
| 219 | Focus on chemical services... our industry has changed sadly new stylist are left behind. Not properly trained or skilled for todays hair  | 1/18/2017 10:38 AM |
| 220 | Practical hours should be spent learning how to do hair properly and less about state laws. People spend 1600 hrs and leave school not knowing how to correctly cut someone's bangs.   | 1/18/2017 10:38 AM |
| 221 | Not enough precision cutting   | 1/18/2017 10:31 AM |
| 222 | Idk  | 1/18/2017 10:27 AM |
| 223 | Students in my class tended to slack off and mess around which led to lower graduation rates. I feel teachers have to be more focused in keeping the students engaged.   | 1/18/2017 10:19 AM |
| 224 | students need to know the terms and how to execute procedures, depending more time on each area will help them know the material and practical better.   | 1/18/2017 10:14 AM |
| 225 | I think there should be a communications theory class which should contain customer service and unsatisfied customers and how to deal with it. Also students should be taught on what subject matter is appropriate to speak to with a client. For example, unless the customer asks, the subject matter should be about the client not the stylist. Professionalism should be taught somewhere in the curriculum. | 1/18/2017 10:14 AM |
| 226 | The focus of licensing as it stands is mostly on client protection and sanitation and not at all on current technical needs as required by customers.  | 1/18/2017 10:04 AM |
| 227 | Not enough hours in esthetics.   | 1/18/2017 9:59 AM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

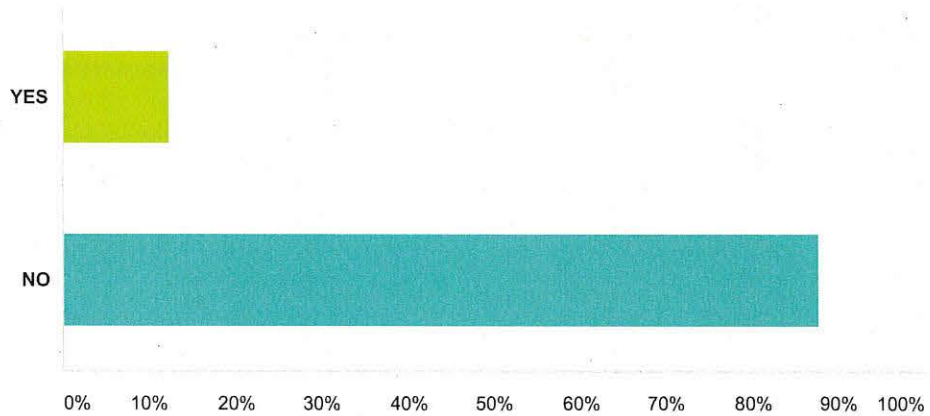
|     |   |                   |
|-----|---|-------------------|
| 228 | In my opinion there should be at least 500 theory hours and more practical/hands on.                                      | 1/18/2017 9:57 AM |
| 229 | Need more practical on clipper cutting  | 1/18/2017 9:55 AM |
| 230 | There are too many hours for wet sets and perms, not enough for hair coloring and cutting which are more relevant         | 1/18/2017 9:49 AM |
| 231 | I didn't learn one thing about men's haircuts or clipper techniques in cosmetology school.                                | 1/18/2017 9:43 AM |
| 232 | I feel more time should be spent on subjects other than hair.   | 1/18/2017 9:43 AM |
| 233 | The theory part needs to be fully understood before entering this field. Too many stylists don't know what they're doing. | 1/18/2017 8:55 AM |
| 234 | I have stylist start in the salon that have no sense of the basics  | 1/18/2017 8:45 AM |
| 235 | Provided the students are being provided with engaging theory by their instructors  | 1/18/2017 8:06 AM |



1600 HOUR CURRICULUM REVIEW SURVEY

**Q4 Do you feel there is a excess in theory hours or practical operations in any portion of the Cosmetology curriculum? If so, please provide examples.**

Answered: 762 Skipped: 24



| Answer Choices | Responses |            |
|----------------|-----------|------------|
| YES            | 12.34%    | 94         |
| NO             | 87.66%    | 668        |
| <b>Total</b>   |           | <b>762</b> |

| #  | Please provide examples:  | Date               |
|----|---|--------------------|
| 1  | Men's hair and clippers   | 2/15/2017 7:44 PM  |
| 2  | There is never an excess where public health is involved.   | 2/9/2017 11:00 AM  |
| 3  | Wet sets, most basic and least requested. Perms, simple in practice and very low requested.   | 2/8/2017 1:56 PM   |
| 4  | Wet sets  | 2/4/2017 9:15 PM   |
| 5  | State board testing was being changed every so often while i was in beauty school we had to keep up which lead to less practical operations or hands on training we did.  | 2/3/2017 10:35 AM  |
| 6  | Too many wet sets and hot presses   | 2/2/2017 8:15 AM   |
| 7  | The ones that really want to learn will. Some students don't really listen or put the effort in learning. That is my opinion.   | 1/30/2017 2:15 PM  |
| 8  | Excessive practical hours for services not commonly provided, and a loss in education for the basics like fingerwaves or wet styles.  | 1/27/2017 3:51 PM  |
| 9  | Perming   | 1/27/2017 11:40 AM |
| 10 | Need more practical hrs. Learn how to drape the client faster get her or him shampooed quicker and then spend some time talking and understanding exactly hat they want. Some young hairdressers do what they want and don't listen to their clients wishes. People skills! | 1/27/2017 11:19 AM |
| 11 | I felt that the anatomy of muscles and bones went a little too in depth for practical application in the field.   | 1/26/2017 12:38 PM |
| 12 | We serve the consumers and they deserve well educated cosmetologists... etc.  | 1/26/2017 8:30 AM  |
| 13 | I don't know  | 1/24/2017 5:51 PM  |
| 14 | excessive number of practical operations for permanent waves  | 1/23/2017 11:34 PM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 15 | Theory in understanding what services attracts customers and clients to generate a good income to provide for a family or individual is expected.  | 1/23/2017 4:31 PM  |
| 16 | There could be less theory & more practical aimed at aggressively promoting success in the salon. If you can't do fades, cut layers or understand color, you will fail right out the door.   | 1/23/2017 3:33 PM  |
| 17 | I think we have to set higher standards. We are supposed to be professionals! Please call me if anyone would like further discussion. Linda Arnold, 310-339-6343   | 1/23/2017 12:26 PM |
| 18 | It just may be me but some students have not learned to use a chair properly. They don't understand that it can move and I think that is sometimes important.  | 1/23/2017 12:06 PM |
| 19 | Some things are outdated   | 1/22/2017 10:17 PM |
| 20 | THERE ARE TO MANY YOU TUBE VIDEOS BECAUSE THEY ARE GOING TO SOME PROFESSIONALS THAT WAS NOT TRAINED PROPERLY.  | 1/22/2017 2:23 PM  |
| 21 | I feel there should be a committee that looks at the changing ways of how we're doing cosmetology and theory and it should change for the times because not everyone does what sets anymore we do a lot of different things that should be hit on that once we get out in the field we have to figure out on our own and figure out how to do unlike extensions and it's just a small portion that we go through in cosmetology curriculum for things like | 1/22/2017 1:53 PM  |
| 22 | To many hours spent ready the cosmo act cover to cover.  | 1/22/2017 7:11 AM  |
| 23 | Perms are excessive  | 1/21/2017 8:25 PM  |
| 24 | Yes I feel there is more theory than hands on / practical hours  | 1/21/2017 7:47 PM  |
| 25 | There is an excess in useless theory hours.  | 1/21/2017 4:45 PM  |
| 26 | Need more in salon theory. Customer service, consultation. What is practical for the client  | 1/21/2017 10:37 AM |
| 27 | Lower the amount of shampoo sets and raise the haircuts require clipper cuts too.  | 1/21/2017 6:34 AM  |
| 28 | Wet hair styling and perms   | 1/20/2017 7:26 PM  |
| 29 | There is not enough practical hours for a student to feel confident as a licensed professional upon completion of the program.   | 1/20/2017 6:11 PM  |
| 30 | yes state cosmetologist schools only teach how to pass the state exam that's their main priority creating more mediocre cosmetologist, in contrast private school they prepare students to be ready for work after graduation  | 1/20/2017 4:56 PM  |
| 31 | Nail and Fasials.  | 1/20/2017 4:44 PM  |
| 32 | See above.   | 1/20/2017 4:25 PM  |
| 33 | I had to hand write and copy chapters of my beauty text book to meet requirements for theory hours, which didn't seem very valuable in my time there.  | 1/20/2017 3:22 PM  |
| 34 | Yes. To many practical operations that are outdated.   | 1/20/2017 3:21 PM  |
| 35 | UNSUBSCRIBE  | 1/20/2017 3:09 PM  |
| 36 | Theory is a bit much. Practical experience is needed.  | 1/20/2017 2:35 PM  |
| 37 | Way too much theory hours, who needs to know how to put shaving cream on a mannequin head, completely ridiculous, go to homeless shelters , mother and kids shelters, veterans etc to do hands on training   | 1/20/2017 1:38 PM  |
| 38 | I feel more practical hours should be given. Make sure students really understand the basics   | 1/20/2017 12:43 PM |
| 39 | Excess in hair. Cutting color etc.   | 1/20/2017 11:37 AM |
| 40 | More practical (hands on) less theory  | 1/20/2017 9:26 AM  |
| 41 | Too much practical emphasis on permanent wave sets, wet sets, marcel waves and flat ironing using a flat iron stove.   | 1/20/2017 8:59 AM  |
| 42 | Too many roller sets and perms   | 1/20/2017 8:46 AM  |
| 43 | Maybe a little more in hair coloring.  | 1/20/2017 8:03 AM  |
| 44 | Acrylic nails  | 1/20/2017 7:58 AM  |
| 45 | The curriculum is not that difficult but the teachers are hair stylists and not trained in providing education.  | 1/20/2017 2:27 AM  |
| 46 | Read answer to question 1 for this one, thank you  | 1/19/2017 11:44 PM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |   |                    |
|----|---|--------------------|
| 47 | Too much time spent with rollers, facials, brow arching, manicures---obsolete techniques and/or unnecessary beauty regimens. Manicurist, separate licensing; aesthetician, separate licensing; hairstylist, separate licensing and no less than 1600 hours of highly specific partitioned training.   | 1/19/2017 7:47 PM  |
| 48 | As I stated earlier, the lack of clients wanting permanent waves in the industry is growing, the trend is for a good cut, color and decent blow out. There are even less clients coming in for the old fashioned curlers. I still believe learning wave and curl theory is important, but not in excess. No one I currently know even elderly people get permanent waves anymore. Again I feel this area should be structured to the individual student's preferences. If they know they will be working where the need to straighten hair is needed give a speciality class or internship for this. The same holds true for nails. I believe esthetics should also be reviewed, but set up as a separate speciality. | 1/19/2017 6:53 PM  |
| 49 | There again went in 1968-69   | 1/19/2017 6:46 PM  |
| 50 | 200 hours of theory is too much in one chunk. You should learn theory as you go. Shorten it to 100 in the beginning and get people on the floor. But there should be more basic color theory not just one companies color theory.   | 1/19/2017 3:34 PM  |
| 51 | No. I don't think either one is excessive.  | 1/19/2017 3:01 PM  |
| 52 | Nails   | 1/19/2017 2:51 PM  |
| 53 | Chemical as well as sanitation and disinfection.  | 1/19/2017 2:49 PM  |
| 54 | I feel the time spent on perms is excessive...  | 1/19/2017 2:49 PM  |
| 55 | However it's been years since I was in school   | 1/19/2017 2:19 PM  |
| 56 | Less theory, more practical   | 1/19/2017 1:58 PM  |
| 57 | I mostly learned by doing so the amount of practical hours worked well for me.  | 1/19/2017 1:54 PM  |
| 58 | No need   | 1/19/2017 1:53 PM  |
| 59 | Nails and skin are should be separated from hair. Perming hours are excessive but cutting and color should be higher  | 1/19/2017 1:27 PM  |
| 60 | Wet sets as stated above  | 1/19/2017 12:53 PM |
| 61 | Needs more practical  | 1/19/2017 12:18 PM |
| 62 | the lack of ability to explain why what ever the situation.   | 1/19/2017 11:24 AM |
| 63 | Same as above comment, just omit the nails and skin portion. As well, update the entire curriculum to the new millennium.   | 1/19/2017 10:39 AM |
| 64 | don't know.   | 1/19/2017 8:59 AM  |
| 65 | Must say, some of the theory I never thought about once I got my license.   | 1/19/2017 7:34 AM  |
| 66 | As a cosmetologist I had to waste hours on manicures and pedicures which I have never once done in my career, I think that should be separated  | 1/19/2017 7:01 AM  |
| 67 | It is necessary to cover all the bases and make sure we have the practice to perform after the course.  | 1/19/2017 3:59 AM  |
| 68 | Repetitive questions asked in a different way. See original comments.   | 1/19/2017 12:25 AM |
| 69 | Some areas of study do not get their ample time.  | 1/18/2017 10:47 PM |
| 70 | I think there needs to be more focus on a lot of areas.   | 1/18/2017 9:49 PM  |
| 71 | The curriculum focused way too much on "wet styling" (or hair roller application). It required 200 hours worth of wet hair styling when half of that time could have been focused on other aspects of cosmetology. While everyone should know about roller sets, it should not be a main focus. Presently most salons require that one know primarily about color followed by haircutting. Also, services such as extensions and braids are very common and are a good skill to acquire. So a big chunk of time dedicated to "wet styling" should be distributed to other aspects of cosmetology.   | 1/18/2017 9:30 PM  |
| 72 | Too many hours required to complete wet hairstyling section. Times have definitely changed!   | 1/18/2017 6:31 PM  |
| 73 | I redid the like the repetition- but I think that was just Marinello-style As you the have closed- I don't think my teacher were very good- And I really had to take it soon my self to really study the book- study the procedures- And just practice.   | 1/18/2017 6:20 PM  |
| 74 | Yes - there is an excess in certain practical operations, as mentioned above. Once a students learns about safety and sanitation, the rest is just artistry. This can be better learned outside of the school environment.  | 1/18/2017 5:59 PM  |
| 75 | I know there are some things that have changed. There are more things that need to change to make the government view this as a marketable profession.  | 1/18/2017 5:54 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                    |
|-----|---|--------------------|
| 76  | Theory in electronics is not critical. Less time should be spent on pin curls and setting. More focus should be on cutting and styling practical and color theory is a necessity  | 1/18/2017 5:28 PM  |
| 77  | Haircutting lays the foundation for all other hair svcs. More emphasis on increasing haircutting theory and practical haircutting operations in balance wth the real world experience, then reduce wet sets -NO ONE I've ever met in my 30 yrs as a stylist ever does them.   | 1/18/2017 5:23 PM  |
| 78  | Chemical processing and hair styling  | 1/18/2017 5:20 PM  |
| 79  | I think it goes way to deep into human biology e.g. Nerves and tendons and names of bones in the human skeleton   | 1/18/2017 5:09 PM  |
| 80  | See above. Also I think there should be a license for hairdressers separate from manicurist and Esthetician. The cosmetologist is outdated.   | 1/18/2017 4:09 PM  |
| 81  | Rolling for perms. Not an excess, i believe it would be more practicle to practice styling. Knowledge in lines, graduation, and clippers  | 1/18/2017 3:53 PM  |
| 82  | Too many perms  | 1/18/2017 3:39 PM  |
| 83  | I feel like you need a good amount of theory and hands on to get it properly  | 1/18/2017 3:14 PM  |
| 84  | Perms and basic haircuts that are not taught correctly  | 1/18/2017 3:13 PM  |
| 85  | I'm having a huge problem right now with the fact that the state of California is only requiring a student to show an example of a chemical relaxer virgin application on one strand of hair. This actual process and the chemical used is extremely caustic and I think a lot more training and a much better example of knowledge needs to be performed in the state board exam. If there's any excessive training I would have to say it might be in the area of the Practical operations for the permanent wave especially because the industry at this time is not really participating a lot in permanent waving it seems as though the focus is in hair coloring, hair cutting and a lot more emphasis needs to be made on working with ethnic hair in a natural state | 1/18/2017 2:49 PM  |
| 86  | There is too much time spent on things like perming and other old fashioned or niche techniques that should be learned if desired/needed AFTER they begin working   | 1/18/2017 2:40 PM  |
| 87  | More is better!   | 1/18/2017 2:34 PM  |
| 88  | too much theory. not enough hands on real life experience   | 1/18/2017 2:08 PM  |
| 89  | I think cosmetology shouldn't cover both hair, nails, facials, waxing. Everyone I know that does hair would never switch to nails etc- so why waste learning time in an area that's not in desired career choice. I did more nails/pedicures than I did hair color / cut while in school trying to learn.   | 1/18/2017 2:01 PM  |
| 90  | 250 shampoo sets is ridiculous.   | 1/18/2017 1:41 PM  |
| 91  | Wet set I feel you don't need all the wet set applications they all should be the same hours  | 1/18/2017 1:22 PM  |
| 92  | Rolling perms. I also think you should have a supper Lic that would include everything Barber, Cos, Esthetics.  | 1/18/2017 1:16 PM  |
| 93  | We have to be thoroughly educated - people that put time into school will be more successful in long run  | 1/18/2017 12:28 PM |
| 94  | Hair styling  | 1/18/2017 12:17 PM |
| 95  | I took my license after studying at Santa Monica City College. We received as much theory while doing the practical as we did in classes only dedicated to theory. It has been years ago that I took the course there and I hope that the standards have remained the same.   | 1/18/2017 11:54 AM |
| 96  | Yes I believe if a person getting a cosmetology license is licensed to do nails and esthetic work they should have the same training that a person receives to do nails or esthetic work only. I have noticed that many schools limit the nail and esthetic training for their full cosmetology students and yet many of them are still not prepared to work in a fully functioning salon when they get their license.  | 1/18/2017 11:10 AM |
| 97  | Far too many wet styles for a day in age when 90% of the female population requires a style using a hand held blow dryer.   | 1/18/2017 11:07 AM |
| 98  | To much time on wet sets and perms.   | 1/18/2017 10:39 AM |
| 99  | Need more on how to color formulate few new stylist understand  | 1/18/2017 10:38 AM |
| 100 | The balance of theory and practical is off. There should be far more attention paid to actually doing the trade and less reading about it.  | 1/18/2017 10:38 AM |
| 101 | ldk   | 1/18/2017 10:27 AM |
| 102 | Should have more time spent on both. each student should give live presentations to show they understand the material. Like an educator would break down a hair cut or makeup.  | 1/18/2017 10:14 AM |

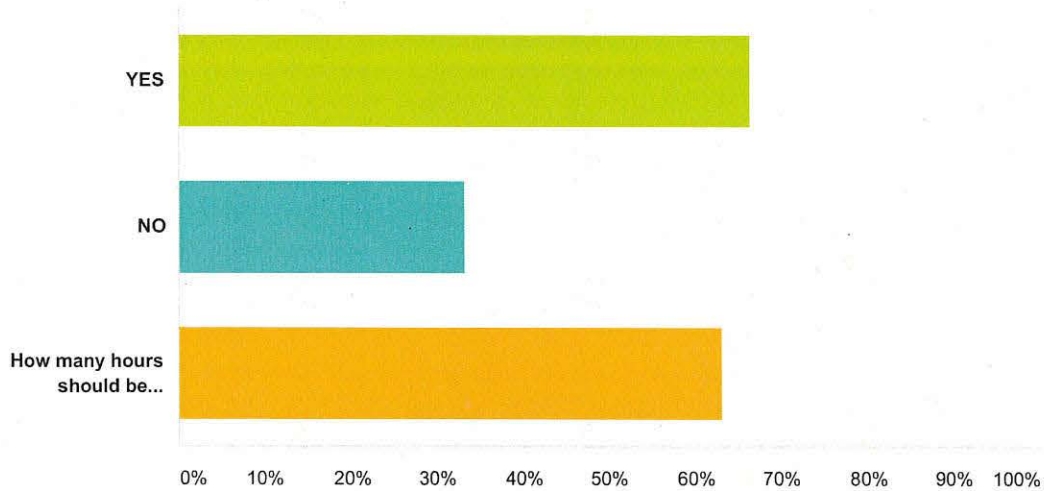
## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                   |
|-----|--|-------------------|
| 103 | Wet set hairstyling  | 1/18/2017 9:55 AM |
| 104 | Too many perms and wet sets  | 1/18/2017 9:49 AM |
| 105 | Nails and skin   | 1/18/2017 9:43 AM |
| 106 | Theres so much u can do with hair that maybe the required hours should be 1,100 hours.   | 1/18/2017 9:03 AM |
| 107 | No there should be more theory. Cause and effect type situations with color and what to do to fix things if something goes wrong | 1/18/2017 8:50 AM |

1600 HOUR CURRICULUM REVIEW SURVEY

**Q5 Do you think California should offer a Hairstylist only license (no nails, no esthetics)? If so, how many hours do you think the required training should be?**

Answered: 781 Skipped: 5



| Answer Choices                    | Responses  |
|-----------------------------------|------------|
| YES                               | 66.33% 518 |
| NO                                | 33.29% 260 |
| How many hours should be required | 63.00% 492 |
| <b>Total Respondents: 781</b>     |            |

| #  | How many hours should be required                              | Date               |
|----|--|--------------------|
| 1  | 300  | 3/5/2017 4:12 PM   |
| 2  | 1200 or less   | 3/5/2017 1:55 AM   |
| 3  | 1400   | 3/2/2017 6:17 PM   |
| 4  | 1200   | 3/2/2017 9:28 AM   |
| 5  | 1600   | 2/27/2017 7:58 PM  |
| 6  | Same hours   | 2/27/2017 7:25 AM  |
| 7  | 800  | 2/26/2017 10:22 AM |
| 8  | 1000   | 2/23/2017 3:54 PM  |
| 9  | Same but no nails if doing hair                                | 2/20/2017 11:37 PM |
| 10 | 1200   | 2/20/2017 12:46 PM |
| 11 | 1400   | 2/18/2017 6:08 PM  |
| 12 | 1000   | 2/16/2017 2:01 PM  |
| 13 | 600  | 2/15/2017 10:50 PM |
| 14 | They would take jobs from those who worked hard for their lic. | 2/15/2017 7:44 PM  |
| 15 | 1600   | 2/15/2017 5:09 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |   |                    |
|----|---|--------------------|
| 16 | 900   | 2/15/2017 12:30 PM |
| 17 | Around 1000 hrs   | 2/14/2017 4:47 PM  |
| 18 | 800   | 2/14/2017 2:02 AM  |
| 19 | 900   | 2/13/2017 11:28 PM |
| 20 | Same amount of hours  | 2/13/2017 9:10 PM  |
| 21 | 900   | 2/13/2017 8:17 PM  |
| 22 | 900   | 2/13/2017 8:02 PM  |
| 23 | 1200  | 2/13/2017 5:46 PM  |
| 24 | 800 hours   | 2/13/2017 5:38 PM  |
| 25 | 1200  | 2/13/2017 4:55 PM  |
| 26 | Same as manicurist  | 2/13/2017 3:23 PM  |
| 27 | 1400  | 2/13/2017 12:35 PM |
| 28 | 1000  | 2/9/2017 11:00 AM  |
| 29 | 600   | 2/8/2017 2:16 PM   |
| 30 | 1000  | 2/8/2017 1:56 PM   |
| 31 | 1,000   | 2/7/2017 3:45 PM   |
| 32 | 1000  | 2/5/2017 10:29 PM  |
| 33 | 1000  | 2/5/2017 8:27 AM   |
| 34 | 1,000   | 2/4/2017 9:15 PM   |
| 35 | 1200  | 2/4/2017 7:33 PM   |
| 36 | 1000  | 2/4/2017 3:27 PM   |
| 37 | 1500  | 2/3/2017 4:08 PM   |
| 38 | 600hrs  | 2/3/2017 10:35 AM  |
| 39 | 900   | 2/3/2017 7:59 AM   |
| 40 | 1200  | 2/2/2017 5:11 PM   |
| 41 | Still 1600 hrs. There is plenty to learn in color, cutting, perming, straightening, and styling to need the hours. Also extensions should be covered now. Everyone is getting them. | 2/2/2017 10:23 AM  |
| 42 | 1000  | 2/2/2017 8:15 AM   |
| 43 | 1000  | 2/2/2017 7:09 AM   |
| 44 | 1000  | 2/1/2017 11:57 AM  |
| 45 | 1200  | 2/1/2017 8:32 AM   |
| 46 | 1100  | 1/31/2017 12:17 PM |
| 47 | 1000  | 1/31/2017 9:53 AM  |
| 48 | the same amount of hours.   | 1/31/2017 8:24 AM  |
| 49 | 1200  | 1/31/2017 4:16 AM  |
| 50 | 1000  | 1/30/2017 5:27 PM  |
| 51 | 1100  | 1/29/2017 10:29 AM |
| 52 | 800-1000 hours if it's a hairstylist only license   | 1/28/2017 6:16 PM  |
| 53 | I can't remember how many hours were dedicated in this area to be able to answer this question.   | 1/28/2017 2:54 PM  |
| 54 | The same - they only get 100 esthy hours  | 1/28/2017 1:04 AM  |
| 55 | 1200  | 1/27/2017 3:51 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|    |  |                    |
|----|--|--------------------|
| 56 | 1400   | 1/27/2017 12:54 PM |
| 57 | 1200   | 1/27/2017 11:40 AM |
| 58 | 1200   | 1/27/2017 11:19 AM |
| 59 | 1600   | 1/27/2017 11:00 AM |
| 60 | 1000   | 1/27/2017 1:38 AM  |
| 61 | 800  | 1/26/2017 10:51 PM |
| 62 | 800  | 1/26/2017 10:41 PM |
| 63 | 1000   | 1/26/2017 7:22 PM  |
| 64 | 900 hours  | 1/26/2017 1:19 PM  |
| 65 | 800-1000   | 1/26/2017 1:07 PM  |
| 66 | 1200   | 1/26/2017 12:38 PM |
| 67 | Continue with 1600 minimum; hair is fragile and goes through life changes as people age, etc., medication, cancer, hair-loss for various reasons.                  | 1/26/2017 8:30 AM  |
| 68 | 1200   | 1/25/2017 9:10 PM  |
| 69 | 1600   | 1/25/2017 7:54 PM  |
| 70 | 800-900  | 1/25/2017 5:39 PM  |
| 71 | 1000   | 1/25/2017 3:27 PM  |
| 72 | 1100   | 1/24/2017 11:51 PM |
| 73 | It's each individuals responsibility to further their own education in this industry, regardless if they are drawn more to esthetics than hair or nails than hair. | 1/24/2017 11:19 PM |
| 74 | 1600   | 1/24/2017 9:45 PM  |
| 75 | 1200   | 1/24/2017 5:51 PM  |
| 76 | 1400   | 1/24/2017 5:48 PM  |
| 77 | 1600   | 1/24/2017 2:43 PM  |
| 78 | 1400   | 1/24/2017 1:39 PM  |
| 79 | 1600   | 1/24/2017 12:26 PM |
| 80 | 1500   | 1/24/2017 11:26 AM |
| 81 | 1100   | 1/24/2017 12:18 AM |
| 82 | 1200   | 1/23/2017 9:34 PM  |
| 83 | 1200   | 1/23/2017 5:50 PM  |
| 84 | 800  | 1/23/2017 4:31 PM  |
| 85 | 1500   | 1/23/2017 4:27 PM  |
| 86 | 1200   | 1/23/2017 3:33 PM  |
| 87 | 600  | 1/23/2017 1:16 PM  |
| 88 | 1500   | 1/23/2017 1:13 PM  |
| 89 | 1600 hours   | 1/23/2017 12:54 PM |
| 90 | 2000   | 1/23/2017 12:26 PM |
| 91 | 100 hours  | 1/23/2017 10:50 AM |
| 92 | 1,000 with more behind the chair training  | 1/23/2017 10:39 AM |
| 93 | 600  | 1/23/2017 10:18 AM |
| 94 | 1200   | 1/23/2017 9:52 AM  |



## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 95  | 1200   | 1/23/2017 9:40 AM  |
| 96  | 1500   | 1/23/2017 8:11 AM  |
| 97  | 1400   | 1/22/2017 11:56 PM |
| 98  | 1200   | 1/22/2017 11:26 PM |
| 99  | 1200   | 1/22/2017 10:17 PM |
| 100 | I like this idea, but I think 1600 is still good for hairstylist only licenses.  | 1/22/2017 8:57 PM  |
| 101 | 800  | 1/22/2017 7:15 PM  |
| 102 | 1000   | 1/22/2017 7:14 PM  |
| 103 | actual 1600 hours.   | 1/22/2017 6:23 PM  |
| 104 | 1600   | 1/22/2017 6:06 PM  |
| 105 | 1600   | 1/22/2017 2:59 PM  |
| 106 | 1200   | 1/22/2017 2:56 PM  |
| 107 | 1600   | 1/22/2017 2:23 PM  |
| 108 | 1000   | 1/22/2017 2:10 PM  |
| 109 | I feel that 1600 hrs. is still good for a hairstylist only only because they could go deeper into some things that are new and upcoming with hair and growth and technology cuts   | 1/22/2017 1:53 PM  |
| 110 | 800-1000   | 1/22/2017 9:13 AM  |
| 111 | 1200   | 1/22/2017 9:04 AM  |
| 112 | 600  | 1/22/2017 7:43 AM  |
| 113 | 800-1000   | 1/22/2017 7:11 AM  |
| 114 | 1200   | 1/21/2017 9:59 PM  |
| 115 | 1,600  | 1/21/2017 8:25 PM  |
| 116 | Same   | 1/21/2017 8:25 PM  |
| 117 | 1200   | 1/21/2017 8:16 PM  |
| 118 | 800  | 1/21/2017 7:47 PM  |
| 119 | 1600   | 1/21/2017 7:42 PM  |
| 120 | 1000   | 1/21/2017 5:11 PM  |
| 121 | 800  | 1/21/2017 4:45 PM  |
| 122 | 1200   | 1/21/2017 3:43 PM  |
| 123 | 1200   | 1/21/2017 2:04 PM  |
| 124 | 1000   | 1/21/2017 12:46 PM |
| 125 | 1400   | 1/21/2017 10:45 AM |
| 126 | 1200   | 1/21/2017 10:37 AM |
| 127 | 1200   | 1/21/2017 9:41 AM  |
| 128 | 1200   | 1/21/2017 8:41 AM  |
| 129 | 1600 minus the nails and esthetic hours  | 1/21/2017 7:47 AM  |
| 130 | 1000   | 1/21/2017 6:34 AM  |
| 131 | 1000   | 1/20/2017 11:53 PM |
| 132 | I love the fact I can practice nails as well. I feel the license holds more value having xtra things to offer besides hair. And I feel if nails and esthetic wasn't part of Cosmo , then hours would be less and cost of coarse as well . Personally for me I would want to have the whole package . | 1/20/2017 11:39 PM |
| 133 | 1600   | 1/20/2017 11:10 PM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 134 | 900  | 1/20/2017 10:25 PM |
| 135 | 1000   | 1/20/2017 9:55 PM  |
| 136 | 1200   | 1/20/2017 9:25 PM  |
| 137 | 1200   | 1/20/2017 8:04 PM  |
| 138 | 1000   | 1/20/2017 7:26 PM  |
| 139 | 1600 minimum. The recent grads are lacking huge amounts of skill | 1/20/2017 7:01 PM  |
| 140 | 900 hours  | 1/20/2017 6:51 PM  |
| 141 | 1400   | 1/20/2017 6:36 PM  |
| 142 | 1200   | 1/20/2017 6:11 PM  |
| 143 | 1200   | 1/20/2017 5:56 PM  |
| 144 | 1400   | 1/20/2017 5:46 PM  |
| 145 | 1000   | 1/20/2017 5:35 PM  |
| 146 | 1300   | 1/20/2017 5:04 PM  |
| 147 | 600 hrs  | 1/20/2017 4:56 PM  |
| 148 | 1000 to 1200   | 1/20/2017 4:44 PM  |
| 149 | 1200   | 1/20/2017 4:25 PM  |
| 150 | Maybe a year or longer   | 1/20/2017 4:07 PM  |
| 151 | 1000   | 1/20/2017 3:22 PM  |
| 152 | 1000   | 1/20/2017 3:21 PM  |
| 153 | 1400   | 1/20/2017 3:13 PM  |
| 154 | UNSUBSCRIBE  | 1/20/2017 3:09 PM  |
| 155 | 1000-1200  | 1/20/2017 2:41 PM  |
| 156 | 900-1000   | 1/20/2017 2:35 PM  |
| 157 | 1500   | 1/20/2017 2:32 PM  |
| 158 | make a cosmo license 1800 hours and a hair only license 1600     | 1/20/2017 2:31 PM  |
| 159 | 800  | 1/20/2017 2:22 PM  |
| 160 | 1200   | 1/20/2017 1:49 PM  |
| 161 | 1600   | 1/20/2017 1:40 PM  |
| 162 | 1000- with 700 on the job ... 300 in classroom                   | 1/20/2017 1:38 PM  |
| 163 | 1200   | 1/20/2017 1:21 PM  |
| 164 | 1000 hrs   | 1/20/2017 1:20 PM  |
| 165 | 1200   | 1/20/2017 1:19 PM  |
| 166 | Same as before   | 1/20/2017 1:14 PM  |
| 167 | 1300   | 1/20/2017 1:08 PM  |
| 168 | 1200   | 1/20/2017 1:03 PM  |
| 169 | 900  | 1/20/2017 12:40 PM |
| 170 | 800  | 1/20/2017 12:34 PM |
| 171 | 1,000  | 1/20/2017 12:20 PM |
| 172 | 800  | 1/20/2017 11:56 AM |
| 173 | 1000   | 1/20/2017 11:20 AM |
| 174 | 1100   | 1/20/2017 11:04 AM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 175 | 1600   | 1/20/2017 10:39 AM |
| 176 | 1200   | 1/20/2017 10:32 AM |
| 177 | 1200   | 1/20/2017 10:31 AM |
| 178 | 1200   | 1/20/2017 10:30 AM |
| 179 | 1600   | 1/20/2017 10:18 AM |
| 180 | 1350   | 1/20/2017 10:09 AM |
| 181 | 1000   | 1/20/2017 9:59 AM  |
| 182 | 1000   | 1/20/2017 9:26 AM  |
| 183 | Same   | 1/20/2017 9:24 AM  |
| 184 | 1200   | 1/20/2017 8:59 AM  |
| 185 | 1400   | 1/20/2017 8:58 AM  |
| 186 | 800  | 1/20/2017 8:46 AM  |
| 187 | 1500   | 1/20/2017 8:37 AM  |
| 188 | 1200   | 1/20/2017 8:35 AM  |
| 189 | 1400 I think esthetics should remain.  | 1/20/2017 7:58 AM  |
| 190 | Around 1,000   | 1/20/2017 7:28 AM  |
| 191 | 900  | 1/20/2017 7:00 AM  |
| 192 | 1300   | 1/20/2017 6:50 AM  |
| 193 | 1400   | 1/20/2017 6:40 AM  |
| 194 | 1250   | 1/20/2017 6:18 AM  |
| 195 | 1400   | 1/20/2017 5:49 AM  |
| 196 | 1200   | 1/20/2017 5:45 AM  |
| 197 | 1,000  | 1/20/2017 5:33 AM  |
| 198 | 1000   | 1/20/2017 2:27 AM  |
| 199 | 1600   | 1/20/2017 1:21 AM  |
| 200 | 2000, nails and face teaches infection control and the requirements are not excessive so it should be required and I provided a breakdown I believe would be better, people may hate it but they will be grateful in the long run. Schools' curriculums should be regulated. | 1/19/2017 11:44 PM |
| 201 | 1400   | 1/19/2017 11:38 PM |
| 202 | 800  | 1/19/2017 11:36 PM |
| 203 | 1200   | 1/19/2017 11:04 PM |
| 204 | 1200   | 1/19/2017 10:44 PM |
| 205 | 700  | 1/19/2017 10:29 PM |
| 206 | 1200   | 1/19/2017 10:05 PM |
| 207 | 1200   | 1/19/2017 9:50 PM  |
| 208 | 1500   | 1/19/2017 9:41 PM  |
| 209 | At least 200 more..  | 1/19/2017 9:36 PM  |
| 210 | 1000   | 1/19/2017 9:28 PM  |
| 211 | 1200   | 1/19/2017 9:18 PM  |
| 212 | 1000   | 1/19/2017 9:14 PM  |
| 213 | 1000-1200  | 1/19/2017 8:59 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                   |
|-----|---|-------------------|
| 214 | 1000  | 1/19/2017 8:53 PM |
| 215 | 1200  | 1/19/2017 8:06 PM |
| 216 | 1600  | 1/19/2017 7:47 PM |
| 217 | 1600  | 1/19/2017 7:47 PM |
| 218 | 2000  | 1/19/2017 7:46 PM |
| 219 | 1300  | 1/19/2017 7:43 PM |
| 220 | 1000  | 1/19/2017 7:29 PM |
| 221 | 1000  | 1/19/2017 7:28 PM |
| 222 | 1200  | 1/19/2017 7:28 PM |
| 223 | 900   | 1/19/2017 7:28 PM |
| 224 | 900   | 1/19/2017 6:56 PM |
| 225 | 1600  | 1/19/2017 6:53 PM |
| 226 | About 900-1000  | 1/19/2017 6:51 PM |
| 227 | 900   | 1/19/2017 6:38 PM |
| 228 | 1000  | 1/19/2017 6:05 PM |
| 229 | 1500  | 1/19/2017 5:56 PM |
| 230 | 1500  | 1/19/2017 5:45 PM |
| 231 | 1000  | 1/19/2017 5:44 PM |
| 232 | I would have to break it up for hair so probably about 1200   | 1/19/2017 5:23 PM |
| 233 | 1200  | 1/19/2017 5:09 PM |
| 234 | 1600 hair only  | 1/19/2017 4:53 PM |
| 235 | 1600  | 1/19/2017 4:44 PM |
| 236 | 800-1000  | 1/19/2017 4:34 PM |
| 237 | 1200  | 1/19/2017 4:27 PM |
| 238 | 1200  | 1/19/2017 4:20 PM |
| 239 | 1400  | 1/19/2017 4:13 PM |
| 240 | 1000  | 1/19/2017 4:11 PM |
| 241 | If it's only hairstylist, then there should still be about 1,000 to 1,200. I see a lot of hairstylist who can't cut hair correctly. Practice and physically have a training and that a teacher can be sure that they are aware that good stylist should be able to do an excellent job and have a client happy and to come back to you. | 1/19/2017 4:04 PM |
| 242 | 1600  | 1/19/2017 4:04 PM |
| 243 | 1000  | 1/19/2017 3:59 PM |
| 244 | At least a minimum of 800   | 1/19/2017 3:56 PM |
| 245 | 1000  | 1/19/2017 3:47 PM |
| 246 | 1500  | 1/19/2017 3:46 PM |
| 247 | 1600  | 1/19/2017 3:14 PM |
| 248 | 1300  | 1/19/2017 3:08 PM |
| 249 | 1000  | 1/19/2017 3:06 PM |
| 250 | 1500  | 1/19/2017 3:01 PM |
| 251 | 1000  | 1/19/2017 2:55 PM |
| 252 | 1300  | 1/19/2017 2:51 PM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 253 | 1000   | 1/19/2017 2:51 PM  |
| 254 | 1300   | 1/19/2017 2:50 PM  |
| 255 | I feel if you go to individual licenses they will only get one but they will do all until caught. Who is going to monitor that?  | 1/19/2017 2:49 PM  |
| 256 | 1000   | 1/19/2017 2:49 PM  |
| 257 | 1300   | 1/19/2017 2:38 PM  |
| 258 | 1000   | 1/19/2017 2:38 PM  |
| 259 | 800  | 1/19/2017 2:33 PM  |
| 260 | Because when you first start you don't know where you'll end up or like doing  | 1/19/2017 2:19 PM  |
| 261 | 12000  | 1/19/2017 2:14 PM  |
| 262 | 1100   | 1/19/2017 2:08 PM  |
| 263 | 1000   | 1/19/2017 2:08 PM  |
| 264 | 1,600 the reason I say 1,600 is: when I went to school there was not near the amount of the color services being used. I would think more theory and practical hours are needed. | 1/19/2017 2:06 PM  |
| 265 | Same   | 1/19/2017 2:04 PM  |
| 266 | 1200   | 1/19/2017 2:02 PM  |
| 267 | 1000   | 1/19/2017 1:58 PM  |
| 268 | 1400-1600?   | 1/19/2017 1:58 PM  |
| 269 | 1400   | 1/19/2017 1:54 PM  |
| 270 | No need  | 1/19/2017 1:53 PM  |
| 271 | 1200   | 1/19/2017 1:50 PM  |
| 272 | 1500   | 1/19/2017 1:46 PM  |
| 273 | 1400   | 1/19/2017 1:33 PM  |
| 274 | 1000 hours   | 1/19/2017 1:33 PM  |
| 275 | 1600   | 1/19/2017 1:27 PM  |
| 276 | I feel it is an important part of the process. I know several cosmetology that do it all.  | 1/19/2017 1:25 PM  |
| 277 | 1000 to 1200   | 1/19/2017 12:53 PM |
| 278 | 1000-1200  | 1/19/2017 12:43 PM |
| 279 | 50   | 1/19/2017 12:36 PM |
| 280 | 1600 is sufficient for hair  | 1/19/2017 12:35 PM |
| 281 | 1200   | 1/19/2017 12:35 PM |
| 282 | 900  | 1/19/2017 12:26 PM |
| 283 | 2500 hours   | 1/19/2017 12:18 PM |
| 284 | 1400   | 1/19/2017 11:49 AM |
| 285 | 1000   | 1/19/2017 11:35 AM |
| 286 | 1000   | 1/19/2017 11:24 AM |
| 287 | 1000   | 1/19/2017 11:07 AM |
| 288 | 800-1000   | 1/19/2017 10:53 AM |
| 289 | 1200-1400  | 1/19/2017 10:39 AM |
| 290 | 1600   | 1/19/2017 9:57 AM  |
| 291 | 1600+  | 1/19/2017 9:10 AM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |  |                    |
|-----|--|--------------------|
| 292 | 1600+  | 1/19/2017 8:36 AM  |
| 293 | 1400   | 1/19/2017 7:34 AM  |
| 294 | 12-1400  | 1/19/2017 7:01 AM  |
| 295 | 600  | 1/19/2017 6:13 AM  |
| 296 | 800  | 1/19/2017 4:20 AM  |
| 297 | 1200   | 1/19/2017 3:59 AM  |
| 298 | depends  | 1/19/2017 12:25 AM |
| 299 | 1300   | 1/19/2017 12:23 AM |
| 300 | 900  | 1/19/2017 12:05 AM |
| 301 | 1200   | 1/18/2017 11:35 PM |
| 302 | 1000   | 1/18/2017 11:28 PM |
| 303 | 1700   | 1/18/2017 11:10 PM |
| 304 | 1000   | 1/18/2017 11:09 PM |
| 305 | 200 each                                       | 1/18/2017 10:47 PM |
| 306 | 1400   | 1/18/2017 10:45 PM |
| 307 | 1300   | 1/18/2017 10:39 PM |
| 308 | 1300   | 1/18/2017 10:16 PM |
| 309 | 1000   | 1/18/2017 9:51 PM  |
| 310 | 1000   | 1/18/2017 9:49 PM  |
| 311 | 1600 hours                                     | 1/18/2017 9:42 PM  |
| 312 | 1200   | 1/18/2017 9:34 PM  |
| 313 | 1400   | 1/18/2017 9:30 PM  |
| 314 | I think about 1400~1500 hours should be fine . | 1/18/2017 9:30 PM  |
| 315 | 800  | 1/18/2017 9:25 PM  |
| 316 | 1200   | 1/18/2017 9:07 PM  |
| 317 | 1200   | 1/18/2017 8:39 PM  |
| 318 | 1600   | 1/18/2017 8:38 PM  |
| 319 | 1200   | 1/18/2017 8:37 PM  |
| 320 | 1500   | 1/18/2017 8:32 PM  |
| 321 | 1000   | 1/18/2017 8:05 PM  |
| 322 | 900  | 1/18/2017 8:02 PM  |
| 323 | 1200   | 1/18/2017 7:59 PM  |
| 324 | 1000   | 1/18/2017 7:49 PM  |
| 325 | 1,000  | 1/18/2017 7:43 PM  |
| 326 | 1000   | 1/18/2017 7:35 PM  |
| 327 | 1200   | 1/18/2017 7:32 PM  |
| 328 | 1200   | 1/18/2017 7:23 PM  |
| 329 | 1200   | 1/18/2017 7:22 PM  |
| 330 | 1300   | 1/18/2017 7:12 PM  |
| 331 | 700-800 hours                                  | 1/18/2017 7:06 PM  |
| 332 | 1,000  | 1/18/2017 6:54 PM  |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                   |
|-----|---|-------------------|
| 333 | 800   | 1/18/2017 6:54 PM |
| 334 | 800   | 1/18/2017 6:54 PM |
| 335 | 1600  | 1/18/2017 6:47 PM |
| 336 | Same amount as esthetics and nails only course  | 1/18/2017 6:37 PM |
| 337 | 1000  | 1/18/2017 6:31 PM |
| 338 | 1200  | 1/18/2017 6:21 PM |
| 339 | I love the fact that I am well educated in all areas- please don't take that away- I earned that!! And also not all the type we are able to work as stylist- but because we have been educated in all areas that spectrum stays open for us to make a choice in what want to do- I love the fact I'm educated in skin care I have help so many people. I have also worked as a manager in a nail shop- so yes keep the license the same | 1/18/2017 6:20 PM |
| 340 | 900   | 1/18/2017 6:14 PM |
| 341 | 1200-1300. I think the main focus of cosmetology is hair and doesn't need to be that much shorter to ensure good training and confidence before being on their own.   | 1/18/2017 6:07 PM |
| 342 | 800-1000  | 1/18/2017 5:59 PM |
| 343 | 800 hours   | 1/18/2017 5:54 PM |
| 344 | 1200  | 1/18/2017 5:47 PM |
| 345 | 1200  | 1/18/2017 5:44 PM |
| 346 | 1200  | 1/18/2017 5:38 PM |
| 347 | 900   | 1/18/2017 5:36 PM |
| 348 | 1600  | 1/18/2017 5:29 PM |
| 349 | 1450  | 1/18/2017 5:28 PM |
| 350 | 1000  | 1/18/2017 5:25 PM |
| 351 | 900   | 1/18/2017 5:25 PM |
| 352 | 850   | 1/18/2017 5:23 PM |
| 353 | 600   | 1/18/2017 5:20 PM |
| 354 | 900   | 1/18/2017 5:09 PM |
| 355 | 1000 hours  | 1/18/2017 4:18 PM |
| 356 | Minus the 400 hours for nails and 200 for esthetics   | 1/18/2017 4:17 PM |
| 357 | 2000  | 1/18/2017 4:13 PM |
| 358 | 1600 hours just for hair would be ideal.  | 1/18/2017 4:09 PM |
| 359 | 1200  | 1/18/2017 3:54 PM |
| 360 | Hours already in place is not too much. I agree with 1600 hrs   | 1/18/2017 3:53 PM |
| 361 | 1200  | 1/18/2017 3:52 PM |
| 362 | 1400 hours  | 1/18/2017 3:51 PM |
| 363 | 1000  | 1/18/2017 3:44 PM |
| 364 | 1200  | 1/18/2017 3:39 PM |
| 365 | 1500  | 1/18/2017 3:39 PM |
| 366 | 1200  | 1/18/2017 3:33 PM |
| 367 | 1200  | 1/18/2017 3:33 PM |
| 368 | 1450  | 1/18/2017 3:27 PM |
| 369 | 1200  | 1/18/2017 3:24 PM |
| 370 | Yes it should be about 1200 hours. You need time to learn chemical products   | 1/18/2017 3:14 PM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |   |                   |
|-----|---|-------------------|
| 371 | 1000  | 1/18/2017 3:13 PM |
| 372 | 1600  | 1/18/2017 3:13 PM |
| 373 | 1600  | 1/18/2017 3:13 PM |
| 374 | 1200  | 1/18/2017 3:09 PM |
| 375 | 1600  | 1/18/2017 3:08 PM |
| 376 | 1000  | 1/18/2017 3:06 PM |
| 377 | 800   | 1/18/2017 3:04 PM |
| 378 | 6 months  | 1/18/2017 2:59 PM |
| 379 | I don't think the hours necessarily should be changed but I do think that the students need to be at least exposed to these services but Aesthetics and cosmetology are two completely different worlds. Most people who attend cosmetology school typically go to cosmetology school to work with hair. Also I find that most people who end up with their license either focus on doing hair or they make a complete transition and go into Aesthetics but very rarely do they ever do both of those services it is two completely different clients. I think cosmetology school should include the study of manicuring and Esthetics but I think as far as cosmetologists are concerned they normally don't go into nail services so I think the nail training far exceeds what a cosmetologist actually will ever do. | 1/18/2017 2:49 PM |
| 380 | 1000  | 1/18/2017 2:45 PM |
| 381 | 1000  | 1/18/2017 2:40 PM |
| 382 | 1200  | 1/18/2017 2:38 PM |
| 383 | Though it is a thought.   | 1/18/2017 2:37 PM |
| 384 | 1000  | 1/18/2017 2:36 PM |
| 385 | 1000  | 1/18/2017 2:33 PM |
| 386 | 1000  | 1/18/2017 2:32 PM |
| 387 | not sure?   | 1/18/2017 2:28 PM |
| 388 | 2000  | 1/18/2017 2:26 PM |
| 389 | 900   | 1/18/2017 2:20 PM |
| 390 | 2000  | 1/18/2017 2:14 PM |
| 391 | 1400  | 1/18/2017 2:12 PM |
| 392 | 900-1000  | 1/18/2017 2:08 PM |
| 393 | 1200  | 1/18/2017 2:07 PM |
| 394 | 800   | 1/18/2017 2:06 PM |
| 395 | 1800  | 1/18/2017 2:03 PM |
| 396 | 1000  | 1/18/2017 2:02 PM |
| 397 | NOT SURE  | 1/18/2017 2:01 PM |
| 398 | 1200-1400   | 1/18/2017 2:01 PM |
| 399 | It isnt that hard to take the entire curriculum- come on.   | 1/18/2017 1:57 PM |
| 400 | 1600  | 1/18/2017 1:55 PM |
| 401 | 1200  | 1/18/2017 1:47 PM |
| 402 | 1600  | 1/18/2017 1:41 PM |
| 403 | 950   | 1/18/2017 1:40 PM |
| 404 | 1200  | 1/18/2017 1:33 PM |
| 405 | 1200  | 1/18/2017 1:30 PM |
| 406 | 1000  | 1/18/2017 1:26 PM |
| 407 | 1000  | 1/18/2017 1:25 PM |



## 1600 HOUR CURRICULUM REVIEW SURVEY

|     |                   |                    |
|-----|-------------------|--------------------|
| 408 | 1200              | 1/18/2017 1:25 PM  |
| 409 | 1600              | 1/18/2017 1:23 PM  |
| 410 | 1600 or plus      | 1/18/2017 1:22 PM  |
| 411 | 800               | 1/18/2017 1:16 PM  |
| 412 | 1600              | 1/18/2017 1:13 PM  |
| 413 | 1000              | 1/18/2017 1:11 PM  |
| 414 | 1100              | 1/18/2017 1:06 PM  |
| 415 | 1000              | 1/18/2017 1:03 PM  |
| 416 | 1200 hours        | 1/18/2017 12:58 PM |
| 417 | 1100              | 1/18/2017 12:56 PM |
| 418 | 1000              | 1/18/2017 12:49 PM |
| 419 | 1000-1200         | 1/18/2017 12:47 PM |
| 420 | at least 1600     | 1/18/2017 12:42 PM |
| 421 | 1,200             | 1/18/2017 12:39 PM |
| 422 | 1000              | 1/18/2017 12:39 PM |
| 423 | 1000              | 1/18/2017 12:28 PM |
| 424 | Same \$1600 hours | 1/18/2017 12:28 PM |
| 425 | same              | 1/18/2017 12:17 PM |
| 426 | 1700              | 1/18/2017 12:06 PM |
| 427 | 1600              | 1/18/2017 11:54 AM |
| 428 | 1000              | 1/18/2017 11:54 AM |
| 429 | 800               | 1/18/2017 11:50 AM |
| 430 | 800 hours         | 1/18/2017 11:48 AM |
| 431 | 800               | 1/18/2017 11:40 AM |
| 432 | 1,300             | 1/18/2017 11:36 AM |
| 433 | 800 hours         | 1/18/2017 11:30 AM |
| 434 | 800               | 1/18/2017 11:19 AM |
| 435 | 1200              | 1/18/2017 11:19 AM |
| 436 | 1000              | 1/18/2017 11:15 AM |
| 437 | 1100              | 1/18/2017 11:10 AM |
| 438 | 1600              | 1/18/2017 11:10 AM |
| 439 | same              | 1/18/2017 11:08 AM |
| 440 | 1000              | 1/18/2017 11:07 AM |
| 441 | 1200              | 1/18/2017 11:05 AM |
| 442 | 1300              | 1/18/2017 11:04 AM |
| 443 | 1000              | 1/18/2017 11:04 AM |
| 444 | 1300              | 1/18/2017 11:01 AM |
| 445 | 1500 like barbers | 1/18/2017 10:59 AM |
| 446 | 1000-1200?        | 1/18/2017 10:39 AM |
| 447 | 2400              | 1/18/2017 10:38 AM |
| 448 | 650-800           | 1/18/2017 10:38 AM |

## 1600 HOUR CURRICULUM REVIEW SURVEY

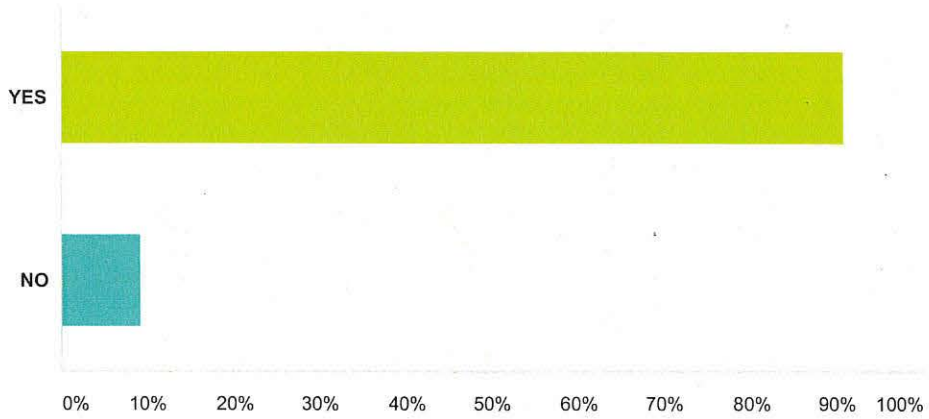
|     |   |                    |
|-----|---|--------------------|
| 449 | 1300  | 1/18/2017 10:37 AM |
| 450 | 1000  | 1/18/2017 10:36 AM |
| 451 | 1000  | 1/18/2017 10:36 AM |
| 452 | 800   | 1/18/2017 10:34 AM |
| 453 | The same 1600   | 1/18/2017 10:31 AM |
| 454 | 1200  | 1/18/2017 10:31 AM |
| 455 | 1000  | 1/18/2017 10:28 AM |
| 456 | ldk.  | 1/18/2017 10:27 AM |
| 457 | 1200  | 1/18/2017 10:22 AM |
| 458 | between 1200-1600 hours   | 1/18/2017 10:19 AM |
| 459 | 1000-1600 for full working stylist with color and cut 800-1000 for just hair styling no chemical but must know styling perfection | 1/18/2017 10:14 AM |
| 460 | 1000 no   | 1/18/2017 10:12 AM |
| 461 | 1200  | 1/18/2017 10:12 AM |
| 462 | 1000  | 1/18/2017 10:06 AM |
| 463 | 2000  | 1/18/2017 10:04 AM |
| 464 | 800   | 1/18/2017 10:02 AM |
| 465 | 1000  | 1/18/2017 9:57 AM  |
| 466 | 1200  | 1/18/2017 9:55 AM  |
| 467 | 1500  | 1/18/2017 9:54 AM  |
| 468 | 1200  | 1/18/2017 9:54 AM  |
| 469 | 1200  | 1/18/2017 9:52 AM  |
| 470 | 1000  | 1/18/2017 9:48 AM  |
| 471 | 1200  | 1/18/2017 9:43 AM  |
| 472 | 1300  | 1/18/2017 9:43 AM  |
| 473 | 1350  | 1/18/2017 9:40 AM  |
| 474 | 1000  | 1/18/2017 9:29 AM  |
| 475 | 1200 hrs  | 1/18/2017 9:05 AM  |
| 476 | 1000  | 1/18/2017 9:03 AM  |
| 477 | 1,100   | 1/18/2017 9:03 AM  |
| 478 | Same  | 1/18/2017 8:55 AM  |
| 479 | 1000  | 1/18/2017 8:50 AM  |
| 480 | 1600  | 1/18/2017 8:46 AM  |
| 481 | 1000  | 1/18/2017 8:45 AM  |
| 482 | 1600 just for hair  | 1/18/2017 8:45 AM  |
| 483 | 1000  | 1/18/2017 8:43 AM  |
| 484 | 800-1000  | 1/18/2017 8:25 AM  |
| 485 | 800   | 1/18/2017 8:24 AM  |
| 486 | 1200  | 1/18/2017 8:21 AM  |
| 487 | 1000  | 1/18/2017 8:14 AM  |
| 488 | 1200  | 1/18/2017 8:06 AM  |

# 1600 HOUR CURRICULUM REVIEW SURVEY

|     |      |                   |
|-----|------|-------------------|
| 489 | 1200 | 1/18/2017 8:02 AM |
| 490 | 1000 | 1/18/2017 8:00 AM |
| 491 | 1200 | 1/18/2017 7:57 AM |
| 492 | 1000 | 1/18/2017 7:41 AM |

**Q6 If California should offer a Hairstylist license, do you think chemical services (hair coloring, permanent waving, chemical straightening) should be included in the license?**

Answered: 784 Skipped: 2



| Answer Choices | Responses  |
|----------------|------------|
| YES            | 90.82% 712 |
| NO             | 9.18% 72   |
| <b>Total</b>   | <b>784</b> |

## California Cosmetology Educational and Training Requirements

| <b>HAIR DRESSING (1100 total hours required)</b>   | <b>Minimum Technical Instruction Hours Required</b> | <b>Minimum Operations Required</b> |
|--|---|------------------------------------|
| <b>Hairstyling</b> (hair analysis, shampooing, finger waving, pin curling, comb outs, straightening, waving, curling with hot combs and hot curling irons and blower styling)  | 65  | 240                                |
| <b>Permanent Waving and Chemical Straightening</b> (hair analysis, acid an alkaline permanent waving, chemical straightening including the use of sodium hydroxide and other base solutions).  | 40  | 105                                |
| <b>Hair Coloring and Bleaching</b> (use of semi-permanent, demi-permanent and temporary colors, hair analysis, predisposition and strand tests, safety precautions, formula mixing, tinting, bleaching, high and lowlights, use of dye removers).  | 60  | 50                                 |
| <b>Hair Cutting</b> (use of scissors, razor/shaper, electrical clippers/trimmers, thinning/tapering shears for wet and dry cutting).   | 20  | 80                                 |
| <b>HEALTH AND SAFETY (200 total hours required)</b>  | <b>Minimum Technical Instruction Hours Required</b> | <b>Minimum Operations Required</b> |
| <b>Laws and Regulations</b> (The Barbering and Cosmetology Act and the Board's Rules and Regulations).   | 20  | 0                                  |
| <b>Health and Safety Considerations</b> (Cosmetology chemistry, chemical composition and purpose of cosmetic, nail, hair and skin care preparations. Elementary chemical makeup chemical skin peels and chemical and physical changes of matter. Hazardous substance training including training in chemicals and health in establishments, protection from hazardous chemicals and preventing chemical injuries, ergonomics, theory of electricity in cosmetology, bacteriology, communicable diseases, including HIV/AIDS, Hepatitis B, and Staph and Safety Data Sheets). | 45  | 0                                  |
| <b>Disinfection and Sanitation</b> (Proper procedures to protect the health and safety of the consumer and technician. Proper disinfection procedures for equipment used in establishments).   | 20  | 0                                  |
| <b>Anatomy and Physiology</b> (Human anatomy, human physiology).   | 15  | 0                                  |
| <b>ESTHETICS (200 total hours required)</b>  | <b>Minimum Technical Instruction Hours Required</b> | <b>Minimum Operations Required</b> |
| <b>Manual, Electrical, and Chemical Facials</b> (manual facials including cleansing, scientific manipulations, packs, and masks. Electrical facials, electrical modalities, dermal lights and electrical apparatus. Chemical facials, chemical skin peels, packs, and scrubs.  | 25  | 40                                 |
| <b>Eyebrow Beautification and Make-up</b> (eyebrow arching, hair removal, use of wax, use of tweezers (electric or manual), and depilatories. Skin analysis, complete and corrective make up, application of false eyelashes, lash/brow tinting).  | 25  | 30                                 |

## California Cosmetology Educational and Training Requirements

| MANICURING AND PEDICURING (100 total hours required)   | Minimum Technical Instruction Hours Required | Minimum Operations Required |
|--|--|-----------------------------|
| <b>Manicuring and Pedicuring</b> (water/oil manicures, nail analysis, hand/foot and arm/ankle massage).  | 10   | 25                          |
| <b>Artificial Nails and Wraps</b> (acrylic, liquid and powder brush-ons, artificial nail tips and nail wrap and repairs).  | 25   | 120 nails                   |
| The Board recommends ( <i>not required</i> ) training in: Communication skills, professional ethics, salesmanship, decorum, record keeping and client service records. |  |                             |



BUSINESS CONSUMER SERVICES AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN, JR.

**Board of Barbering and Cosmetology-Department of Consumer Affairs**  
 PO Box 944226, Sacramento, CA 94244  
 P (800) 952-5210 F (916) 574-7574 | www.barbercosmo.ca.gov



## MEMORANDUM

|                |   |
|----------------|---|
| <b>DATE</b>    | November 14, 2017   |
| <b>TO</b>      | Members,<br>Cosmetology Curriculum Review Workshop                      |
| <b>FROM</b>    | Tami Guess, Board Project Manager<br>Board of Barbering and Cosmetology |
| <b>SUBJECT</b> | <b>Current Curriculum Challenges</b>                                    |

The California Board of Barbering and Cosmetology notes the following challenges with its current curriculums:

**Student Supervision:** Currently, Board regulation does not require a student to be supervised by an instructor while performing services on clients. The working group may consider recommending the following language be added to the curriculums.

### 950.2. Curriculum for Cosmetology Course

- (a) The curriculum for students enrolled in a cosmetology course shall consist of sixteen hundred (1600) hours of technical instruction and practical training covering all practices constituting the art of cosmetology pursuant to Section 7316 of the Barbering and Cosmetology Act.
- (b) For the purpose of this section, technical instruction shall mean instruction by demonstration, lecture, classroom participation, or examination; practical operation shall mean the actual performance by the student of a complete service on another person or on a mannequin. Practical training shall mean the time it takes to perform a practical operation. **While performing services on a person, the student must be "directly supervised" by a designated licensee. Directly supervised means the student may not use or apply chemical treatments unless a designated licensee is present to oversee the work process. The tasks performed by the student must be within the scope of practice of the designated licensee who is supervising the student.**

Technical and practical training shall include the following hours and/or operations:

### **Skin Care Curriculum (950.3 (b)(3)):**

The Board requires a total of 50 hours in hair removal and make-up, but with that the hours of technical instruction required total 45 hours; therefore, leaving only 5 hours to meet the 50-hour total requirement to complete 90 operations. There is no way a student can complete 90 operations in 5 hours.

### **CCR 950.3 (b)(3)**

- (3) 50 Hours of Technical Instruction and Practical Training in Hair Removal and Make-up  
 The required subjects of instruction in Hair Removal shall be completed with the minimum hours of technical instruction and practical operations for each subject-matter as follows:

Eyebrow Beautification **(25 hours of Technical Instruction and 50 Practical Operations):**

The subject of Eyebrow Beautification shall include, but is not limited to, the following issues: Eyebrow shaping and hair removal techniques, hair analysis, waxing, tweezing, manual or electrical depilatories.

Make-up (20 hours of Technical Instruction and 40 Practical Operations):

The subject of Make-up shall include, but is not limited to, the following issues: Skin analysis, basic and corrective application, application of false eyelashes.

**Nail Care Curriculum (950.4 (b)(2)):** As opposed to all other license types, manicurists are only required 100 hours of Health and Safety Training (all other license types are required 200 hours). *Staff recommendation:* Health and Safety Curriculum requirements should be consistent through all licenses. This will simplify licensing crossover requirements. Note: Board licensed manicurist represent the Board's highest cited license type.

**CCR (950.4 (b)(2)):**

(b) For the purpose of this section, technical instruction shall mean instruction by demonstration, lecture, classroom participation, or examination; practical operations shall mean the actual performance by the student of a complete service on another person or on a mannequin. Practical training shall mean the time it takes to perform a practical operation. Technical instruction and practical training shall include the following hours:

(2) **100 Hours of Technical Instruction and Practical Training in Health and Safety**

The required subjects of instruction in Health and Safety shall be completed with the minimum number of hours of technical instruction and practical operations for each subject-matter as follows:

Laws and Regulations (10 hours of Technical Instruction)

The subject of Laws and Regulations shall include, but is not limited to, the following issues: The Barbering and Cosmetology Act and the Board's Rules and Regulations.

Health and Safety Considerations (25 hours of Technical Instruction)

The subject of Health and Safety shall include, but is not limited to, the following techniques and procedures: Chemistry pertaining to the practices of a manicurist including the chemical composition and purpose of nail care preparations. Health and Safety/Hazardous Substances, including training in chemicals and health in establishments, material safety data sheets, protection from hazardous chemicals and preventing chemical injuries, health and safety laws and agencies, ergonomics, and communicable diseases, including HIV/AIDS and Hepatitis B.

Disinfection and Sanitation (20 hours of Technical Instruction and 10 Practical Operations)

The subject of Disinfection and Sanitation shall include, but is not limited to, the following techniques and procedures: Procedures to protect the health and safety of the consumer as well as the technician.

The ten required minimum operations shall entail performing all necessary functions for disinfecting instruments and equipment as specified in Sections 979 and 980. Disinfection shall be emphasized throughout the entire training period and must be performed before use of all instruments and equipment, with special attention given to pedicure foot spa and basin disinfection procedures detailed in Sections 980.1, 980.2 and 980.3.

Bacteriology, Anatomy and Physiology (10 hours of Technical Instruction)

The subjects of Anatomy and Physiology shall include, but is not limited to the following issues: Bacteriology, anatomy, physiology, and nail analysis and conditions.



## Hairstylist Training Requirements

| State   | Required Hours                 | Scope of Practice   | Curriculum  |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
|---|--------------------------------|---|---|---------|-------------------------------|---|-----|---|-----|---|----|---|----|--|-----|---|----|---|----|----------------|---|--|----|---|----|
| Alaska  | 1650 school or 2000 apprentice | Trimming or cutting the beard, arranging, styling, dressing, curling, temporary waving, permanent waving, cutting, singeing, bleaching, coloring, conditioning or similar work. | <p>A student who is enrolled in a course of hairdressing must complete a curriculum that consists of at least 1,650 hours of theoretical and practical training. A school shall teach a minimum of 185 hours of theoretical instruction, including five hours in state law, and the following minimum number of practical operations, during the 1,650 hours of training:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subject</th> <th style="text-align: center;">Required Practical Operations</th> </tr> </thead> <tbody> <tr> <td>Wet Hairstyling and drying, including hair analysis, shampooing, finger waving, pin curling and comb outs</td> <td style="text-align: center;">180</td> </tr> <tr> <td>Thermal hair styling and drying, including hair analysis, straightening, waving, curling with hot combs and hot curling irons, and blower styling</td> <td style="text-align: center;">180</td> </tr> <tr> <td>Permanent waving, including hair analysis and chemical waving</td> <td style="text-align: center;">80</td> </tr> <tr> <td>Chemical straightening including hair analysis and the use of sodium hydroxide and other base solutions. At least one-half of the practical operations required must be operations in which the student has direct hands-on involvement. No more than one-half of the practical operations may be observations during group demonstrations.</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Haircutting, including hair analysis and the use of the razor, scissors, electric clippers, and thinning shears, for wet and dry cutting</td> <td style="text-align: center;">250</td> </tr> <tr> <td>Haircoloring and bleaching, including hair analysis, predisposition test, safety precautions, formula mixing, tinting, bleaching, use of dye removers, but not including color rinses</td> <td style="text-align: center;">75</td> </tr> <tr> <td>Scalp and hair treatments, including hair and scalp analysis, brushing, electric and manual scalp manipulation, and other hair treatments</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Beard trimming</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Eyebrow arching and hair removal, including the use of wax, manual or electric tweezers and depilatories for the removal of superfluous hair</td> <td style="text-align: center;">15</td> </tr> <tr> <td>Makeup, including skin analysis, complete and corrective makeup, and the application of false eyelashes</td> <td style="text-align: center;">15</td> </tr> </tbody> </table> <p>(b) A student is responsible for participating in the routine maintenance of the sanitary conditions necessary to conduct business. However, credit may not be given for time spent laundering towels, washing floors, walls, windows, or lavatories, or similar work.</p> | Subject | Required Practical Operations | Wet Hairstyling and drying, including hair analysis, shampooing, finger waving, pin curling and comb outs | 180 | Thermal hair styling and drying, including hair analysis, straightening, waving, curling with hot combs and hot curling irons, and blower styling | 180 | Permanent waving, including hair analysis and chemical waving | 80 | Chemical straightening including hair analysis and the use of sodium hydroxide and other base solutions. At least one-half of the practical operations required must be operations in which the student has direct hands-on involvement. No more than one-half of the practical operations may be observations during group demonstrations. | 10 | Haircutting, including hair analysis and the use of the razor, scissors, electric clippers, and thinning shears, for wet and dry cutting | 250 | Haircoloring and bleaching, including hair analysis, predisposition test, safety precautions, formula mixing, tinting, bleaching, use of dye removers, but not including color rinses | 75 | Scalp and hair treatments, including hair and scalp analysis, brushing, electric and manual scalp manipulation, and other hair treatments | 10 | Beard trimming | 5 | Eyebrow arching and hair removal, including the use of wax, manual or electric tweezers and depilatories for the removal of superfluous hair | 15 | Makeup, including skin analysis, complete and corrective makeup, and the application of false eyelashes | 15 |
| Subject   | Required Practical Operations  |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Wet Hairstyling and drying, including hair analysis, shampooing, finger waving, pin curling and comb outs   | 180                            |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Thermal hair styling and drying, including hair analysis, straightening, waving, curling with hot combs and hot curling irons, and blower styling   | 180                            |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Permanent waving, including hair analysis and chemical waving   | 80                             |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Chemical straightening including hair analysis and the use of sodium hydroxide and other base solutions. At least one-half of the practical operations required must be operations in which the student has direct hands-on involvement. No more than one-half of the practical operations may be observations during group demonstrations. | 10                             |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Haircutting, including hair analysis and the use of the razor, scissors, electric clippers, and thinning shears, for wet and dry cutting  | 250                            |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Haircoloring and bleaching, including hair analysis, predisposition test, safety precautions, formula mixing, tinting, bleaching, use of dye removers, but not including color rinses   | 75                             |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Scalp and hair treatments, including hair and scalp analysis, brushing, electric and manual scalp manipulation, and other hair treatments   | 10                             |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Beard trimming  | 5                              |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Eyebrow arching and hair removal, including the use of wax, manual or electric tweezers and depilatories for the removal of superfluous hair  | 15                             |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |
| Makeup, including skin analysis, complete and corrective makeup, and the application of false eyelashes   | 15                             |   |   |         |                               |   |     |   |     |   |    |   |    |  |     |   |    |   |    |                |   |  |    |   |    |

## Hairstylist Training Requirements

|   |                           |   | <p>(c) At least one-half of the practical operations required in (a)(4) of this section must be operations in which the student has direct hands-on involvement. No more than one-half of the practical operations required in (a)(4) of this section may be observation during group demonstrations.</p> <p>(d) In addition to meeting the requirements of (a) of this section, the curriculum required for a hairdresser must include the manicuring curriculum set out in 12 AAC 09.144.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Subject</th> <th style="text-align: center;">Required Hours</th> </tr> </thead> <tbody> <tr> <td>Bacteria</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Infectious agents and Infection</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Sanitation</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Harmful Products and Protection</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Anatomy and Physiology</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Nail Disorders</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>   | Subject      | Required Hours | Bacteria    | 1                                  | Infectious agents and Infection | 2  | Sanitation   | 3 | Harmful Products and Protection | 2           | Anatomy and Physiology | 2   | Nail Disorders | 2 |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
|---|---------------------------|---|---|--------------|----------------|-------------|------------------------------------|---------------------------------|----|--------------|---|---------------------------------|-------------|------------------------|-----|----------------|---|-----|---------------------------|---|-----|--------------------------|---|----|---|---|----|--|---|-----|--------------|-----------|-------------|
| Subject   | Required Hours            |   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Bacteria  | 1                         |   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Infectious agents and Infection                           | 2                         |   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Sanitation  | 3                         |   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Harmful Products and Protection                           | 2                         |   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Anatomy and Physiology                                    | 2                         |   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Nail Disorders  | 2                         |   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| <b>Colorado</b>   | 1200 school or 40 credits | Trimming the beard (no facial shaving), shampooing, haircutting, scalp treatments, hair coloring, bleaching, permanent waving, chemical relaxing, applying hair extensions, arranging, braiding and styling the hair. | <p>Currently, Colorado does not have specific hours dedicated to each subject area. They are in the process of updating their rules so it is possible that may change. Below is how they identified their hours previously:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Subject Area</th> <th style="text-align: center;">Credit Hours</th> <th style="text-align: center;">Clock Hours</th> </tr> </thead> <tbody> <tr> <td>Shampooing, Rinsing &amp; Conditioning</td> <td style="text-align: center;">2</td> <td style="text-align: center;">60</td> </tr> <tr> <td>Haircoloring</td> <td style="text-align: center;">8</td> <td style="text-align: center;">240</td> </tr> <tr> <td>Haircutting</td> <td style="text-align: center;">8</td> <td style="text-align: center;">240</td> </tr> <tr> <td>Hairstyling</td> <td style="text-align: center;">7</td> <td style="text-align: center;">210</td> </tr> <tr> <td>Chemical Texture Services</td> <td style="text-align: center;">4</td> <td style="text-align: center;">120</td> </tr> <tr> <td>Law, Rules &amp; Regulations</td> <td style="text-align: center;">1</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Management, Ethics, Interpersonal Skills and Salesmanship</td> <td style="text-align: center;">1</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Disinfection, Cleaning and Safe Work Practices</td> <td style="text-align: center;">9</td> <td style="text-align: center;">270</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: center;"><b>40</b></td> <td style="text-align: center;"><b>1200</b></td> </tr> </tbody> </table> | Subject Area | Credit Hours   | Clock Hours | Shampooing, Rinsing & Conditioning | 2                               | 60 | Haircoloring | 8 | 240                             | Haircutting | 8                      | 240 | Hairstyling    | 7 | 210 | Chemical Texture Services | 4 | 120 | Law, Rules & Regulations | 1 | 30 | Management, Ethics, Interpersonal Skills and Salesmanship | 1 | 30 | Disinfection, Cleaning and Safe Work Practices | 9 | 270 | <b>TOTAL</b> | <b>40</b> | <b>1200</b> |
| Subject Area  | Credit Hours              | Clock Hours   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Shampooing, Rinsing & Conditioning                        | 2                         | 60  |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Haircoloring  | 8                         | 240   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Haircutting   | 8                         | 240   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Hairstyling   | 7                         | 210   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Chemical Texture Services                                 | 4                         | 120   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Law, Rules & Regulations                                  | 1                         | 30  |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Management, Ethics, Interpersonal Skills and Salesmanship | 1                         | 30  |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| Disinfection, Cleaning and Safe Work Practices            | 9                         | 270   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |
| <b>TOTAL</b>  | <b>40</b>                 | <b>1200</b>   |   |              |                |             |                                    |                                 |    |              |   |                                 |             |                        |     |                |   |     |                           |   |     |                          |   |    |   |   |    |  |   |     |              |           |             |

## Hairstylist Training Requirements

| <b>Connecticut</b>                              | 1500 school             | <p>Dressing, arranging, curling, waving, weaving, cutting, singeing, bleaching and coloring the hair and treating the scalp of any person, and massaging, cleansing, stimulating, manipulating, exercising or beautifying with the use of the hands, appliances, cosmetic preparations, antiseptics, tonics, lotions, creams, powders, oils or clays and doing similar work on the face, neck and arms, and manicuring the fingernails of any person for compensation, provided nothing in this subdivision shall prohibit an unlicensed person from performing facials, eyebrow arching, shampooing, manicuring of the fingernails or, for cosmetic purposes only, trimming, filing and painting the healthy toenails, excluding cutting nail beds, corns and calluses or other medical treatment involving the foot or ankle, or braiding hair.</p> | <p>The first two-hundred (200) hours must be devoted to instruction in the theoretical aspects of all content areas. Practical instruction can be included in this first two hundred (200) hours but supervised practice on a clinic floor cannot.</p> <p>The remaining thirteen hundred (1,300) hours are to be devoted to supervised practice integrated with ongoing theoretical and practical instruction.</p> <p>Instructor Qualifications/Teacher to Student Ratios</p> <p>Instructors shall be at least eighteen 18 years of age, hold a high school diploma or equivalent, hold a current license as a hairdresser in good standing in Connecticut, and have at least 2 years of licensed work experience (e.g., shop, salon, instructor, etc.)</p> <p>At no time shall there be a ratio of less than 1 instructor to 15 students for clinical training.</p> <p>Minimum Required Instructional Hours</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="text-align: left;">Content Area</th> <th style="text-align: center;">Minimum Classroom Hours</th> <th style="text-align: center;">Minimum Clinical Practical Hours</th> </tr> </thead> <tbody> <tr> <td>Sanitation and Hygiene</td> <td style="text-align: center;">15</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Anatomy and Physiology</td> <td style="text-align: center;">15</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Chemical Procedures</td> <td style="text-align: center;">30</td> <td style="text-align: center;">200</td> </tr> <tr> <td>Hair Care and Treatment</td> <td style="text-align: center;">20</td> <td style="text-align: center;">200</td> </tr> <tr> <td>Skin Care, Facials, Make-up &amp; Manicuring</td> <td style="text-align: center;">30</td> <td style="text-align: center;">120</td> </tr> <tr> <td>Hair Shaping, Styling &amp; Shaving</td> <td style="text-align: center;">75</td> <td style="text-align: center;">750</td> </tr> <tr> <td>Business and Professional Relations</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>State Laws for Hairdressers and EEOC Guidelines</td> <td style="text-align: center;">5</td> <td style="text-align: center;">0</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>200</b></td> <td style="text-align: center;"><b>1,300</b></td> </tr> </tbody> </table> <p>VIII. State laws and rules and regulations concerning barbering and Equal Employment Opportunity Commission guidelines for employment.</p> | Content Area | Minimum Classroom Hours | Minimum Clinical Practical Hours | Sanitation and Hygiene | 15 | 20 | Anatomy and Physiology | 15 | 0 | Chemical Procedures | 30 | 200 | Hair Care and Treatment | 20 | 200 | Skin Care, Facials, Make-up & Manicuring | 30 | 120 | Hair Shaping, Styling & Shaving | 75 | 750 | Business and Professional Relations | 10 | 10 | State Laws for Hairdressers and EEOC Guidelines | 5 | 0 | <b>Total</b> | <b>200</b> | <b>1,300</b> |
|---|-------------------------|---|--|--------------|-------------------------|----------------------------------|------------------------|----|----|------------------------|----|---|---------------------|----|-----|-------------------------|----|-----|--|----|-----|---------------------------------|----|-----|-------------------------------------|----|----|---|---|---|--------------|------------|--------------|
| Content Area                                    | Minimum Classroom Hours | Minimum Clinical Practical Hours  |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| Sanitation and Hygiene                          | 15                      | 20  |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| Anatomy and Physiology                          | 15                      | 0   |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| Chemical Procedures                             | 30                      | 200   |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| Hair Care and Treatment                         | 20                      | 200   |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| Skin Care, Facials, Make-up & Manicuring        | 30                      | 120   |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| Hair Shaping, Styling & Shaving                 | 75                      | 750   |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| Business and Professional Relations             | 10                      | 10  |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| State Laws for Hairdressers and EEOC Guidelines | 5                       | 0   |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |
| <b>Total</b>                                    | <b>200</b>              | <b>1,300</b>  |  |              |                         |                                  |                        |    |    |                        |    |   |                     |    |     |                         |    |     |  |    |     |                                 |    |     |                                     |    |    |   |   |   |              |            |              |

## Hairstylist Training Requirements

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| <p><b>Georgia</b></p> | <p>1325 school</p> | <p>Haircut, dresses the hair, singes, shampoos, permanent waves, chemical relaxer, hair color.</p> | <p>The curriculum for students enrolled in a school of hair design for a complete course of a minimum of seven (7) months totaling thirteen hundred fifty (1350) hours of training (250 Level 1 theory + 1100 Level 2 service application) shall be as follows:</p> <p>Level 1 instruction shall be provided by a licensed master cosmetology instructor or licensed hair designer instructor. Each school or licensed instructor shall require each student to obtain two hundred fifty (250) total hours of Level 1 training before the student performs clinical services on a client. Of these two hundred fifty (250) hours, two hundred (200) shall be theory and training on mannequins, and the final fifty (50) hours shall be on live models in the curriculum as stated below. For the purposes of this Rule, one (1) theory hour equals one (1) clock hour for the first 250 hours of training, which are intended to be theoretical in nature.</p> <p>Theory = (50) - (50 theory hours/50 clock hours):</p> <ul style="list-style-type: none"> <li>• Chemistry;</li> <li>• Cleansing and disinfection;</li> <li>• EPA, OSHA, infection control standards, blood spill procedures; and</li> <li>• AIDS, HIV, and communicable diseases.</li> </ul> <p>Theory of Permanent Waving = (45) – (45 theory hours/45 clock hours):</p> <ul style="list-style-type: none"> <li>• the chemistry of permanent wave solution and its reaction;</li> <li>• the chemistry of relaxers and their reactions; and</li> <li>• the principles of permanent wave rod placement.</li> </ul> <p>Theory of Hair Coloring = (45) - (45 theory hours/45 clock hours):</p> <ul style="list-style-type: none"> <li>• the chemistry of color;</li> <li>• principles of color application; and</li> <li>• the chemical reaction of hair color.</li> </ul> <p>Theory of Hair and Scalp Treatments and Conditioning = (20) - (20 theory hours/20 clock hours):</p> <ul style="list-style-type: none"> <li>• hair analysis;</li> <li>• scalp condition; and</li> <li>• treatments.</li> </ul> <p>Theory of Hair Cutting = (30) - (30 theory hours/30 clock hours):</p> <ul style="list-style-type: none"> <li>• proper handling and care of instruments.</li> </ul> <p>Theory of Shampooing = (15) - (15 theory hours/15 clock hours):</p> <ul style="list-style-type: none"> <li>• proper procedure of shampooing;</li> <li>• knowledge of shampooing formulas; and</li> <li>• water temperature.</li> </ul> |
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## Hairstylist Training Requirements

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|  |  |  | <p>Theory of Hairdressing/Hairstyling = (45) - (45 service application hours/45 clock hours):</p> <ul style="list-style-type: none"> <li>• 20 hours of training on mannequins; and</li> <li>• 25 hours of training on live models (without compensation).</li> </ul> <p>Level 2 service application hours on live subjects may begin when a student has completed the required two hundred fifty (250) Level 1 theory hours in the above curriculum with a minimum passing score of seventy five percent (75%). The student may then progress to the clinic floor to perform the required 1100 Level 2 service application hours on live subjects. The Level 2 service application curriculum shall be as follows:</p> <p>Theory = (100) - (100 theory hours/100 clock hours):</p> <ul style="list-style-type: none"> <li>• cleansing and disinfection;</li> <li>• physiology;</li> <li>• electricity;</li> <li>• safety precautions;</li> <li>• chemistry of beauty products, actions/reactions, and the composition of tints, dyes and bleaches;</li> <li>• salesmanship;</li> <li>• telephone etiquette; and</li> <li>• salon deportment, consisting of courtesy, neatness, and professional attitude in meeting the public.</li> </ul> <p>Social Skills, Reception or Desk Work, Art and Ethics, State Board of Cosmetology Laws and Rules = (50) - (50 theory hours/50 clock hours);</p> <p>Laboratory = (50) - (50 service application hours/50 clock hours); shall include practical training in preparing germicidal solutions, shampoos, tint and bleaches, practical training in washing and sanitizing all equipment in the beauty salon;</p> <p>Hairdressing, Shampoo and Comb-out = (276) - (276 service application hours/184 clock hours); shall include shampoos, comprising dry, soapfree, oil and reconditioning; wet curls, thermo-curling, blow drying, hair styles, comb outs and all types of pressing; hot combs;</p> <p>Hair Cutting and Shaping (to include shampoo) = (124.5) - (124.5 service application hours/166 applications);</p> <p>Permanent Waving = (150) - (150 service credit hours/50 applications);</p> <p>Chemical Hair Relaxing = (138) - (138 service application hours):</p> <ul style="list-style-type: none"> <li>• virgin application - (80 service application hours/40 applications); and</li> <li>• chemical retouch - (57 service application hours/38 applications).</li> </ul> |
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## Hairstylist Training Requirements

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|  |  |  | <p>Hair Coloring and Lightening = (155) - (155 service application hours):</p> <ul style="list-style-type: none"> <li>• temporary rinses and semi-permanent color - (9 service application hours/12 applications);</li> <li>• virgin color - (40 service application hours/20 applications); virgin color - (40 service application hours/20 applications);</li> <li>• color retouches - (20 service application hours/10 applications);</li> <li>• hair bleaching and lightening - (80 service applications hours/40 applications):             <ul style="list-style-type: none"> <li>▪ virgin hair lightening (32 service application hours/16 applications);</li> <li>▪ retouch hair lightening (20 service application hours/10 applications);</li> <li>▪ foiling techniques and placement - (28 service application hours/14 applications); and</li> <li>▪ brow and lash tint (2.5 service applications hours/5 applications).</li> </ul> </li> <li>• predisposition tests - (3 service application hours); and</li> <li>• color removal - (3 service application hours).</li> </ul> <p>Scalp and Hair Treatment = (49) - (49 service application hours/49 applications) shall include brushing and manipulations, corrective treatments, and reconditioning treatments;</p> <p>Sanitizing and Disinfection of Tools, Implements, and Equipment = (2) - (2 service application hours/4.5 applications):</p> <ul style="list-style-type: none"> <li>• implements (brushes, combs, shears, clippers, flat irons, curling irons,) - (1 service application hour/2 applications); and</li> <li>• shampoo bowls and dryer hoods, styling stations, chairs, mats and work space - (1 service application hour/2 applications).</li> </ul> |
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## Hairstylist Training Requirements

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| <b>Hawaii</b>  | 1250 school or 2500 apprentice   | Cut, trim and style hair and apply chemical treatments such as coloring, dyeing, relaxing and permanent waves. Shampoo, cleanse and condition hair as well as provide services such as temporary curling and braiding. | <b>Hairdresser Curriculum</b>  |   |              |  |
|  |  |  | <b>Subjects of Training</b>  |   |              |  |
|  |  |  | <b>Theory</b>  | <b>Practical Application</b>  | <b>Hours</b> |  |
|  |  |  | Basic theory instruction in all subjecting including anatomy (circulatory system, skin, hair and nails). Physiology, skeletal and muscular systems, disorders of the skin, scalp and hair, product knowledge, chemistry, bacteriology, sanitation and sterilization. |   | 100          |  |
|  |  |  | <b>SHOP MANAGEMENT</b><br>Hygiene and good grooming, visual poise, personality development, professional ethics, bacteriology, sterilization, sanitation and State laws including Labor and Sanitation   | <b>Required:</b> First Aid<br><br><b>Recommended:</b> Desk lab and dispensary duties – max 40 hours inventory | 50           |  |
|  |  |  | <b>UNASSIGNED</b><br>Monitory Duties and Records. Study. Review and specialize   | <b>Recommended:</b> Monitor duties and records – max 80 hours specialization                                  | 175          |  |
| <b>HAIRCUTTING</b><br>Draping, shampooing/rinsing, hair-shaping, sterilization and sanitation  | <b>Required:</b> Patron protection and preparation, sanitation/sterilization, implements, sectioning, haircutting and thinning with shears and razor, clippers | 150  |  |   |              |  |
| <b>SCALP AND HAIR TREATMENTS</b><br>Sanitation, sterilization, draping, shampooing/rinsing. Scalp and hair care. Theory or massage. Skin disorders, hair disorders, anatomy, electricity and light therapy, chemistry. | <b>Required:</b> Patron protection and preparation, brushing, application of products and manipulations, electrical equipment (if available).                  | 50   |  |   |              |  |

## Hairstylist Training Requirements

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|  |  |  | <p><b>HAIRDRESSING AND SHAMPOOING</b><br/>Sanitation/sterilization, draping, shampooing and rinsing, finger waving, hairstyling, care and styling of wigs, thermal styling, curling and blow dry styling, chemistry.</p>                           | <p><b>Required:</b> Thermal styling and blow drying.</p> <p><b>Recommended:</b> Implements, shapings, finger waving, skip waves, rollers and roller techniques, back combing, and back-brushing, braiding and the care, setting and styling of wigs.</p>   | 250 |
|  |  |  | <p><b>PERMANENT WAVING (ALKALINE-ACID)</b><br/>Sanitation/sterilization, draping, shampooing and rinsing, permanent waving, chemistry.</p>   | <p><b>Required:</b> Patron protection and preparation, sectioning and blocking, wrapping techniques, test curls, processing, rinsing, neutralizing, record cards, and release statements.</p>  | 175 |
|  |  |  | <p><b>HAIRCOLORING AND BLEACHING</b><br/>Sanitation/sterilization, draping, shampooing and rinsing, haircoloring, law of color, color selection, chemistry.</p>  | <p><b>Required:</b> Patron protection, and preparation, patch test, safety precautions, procedures for mixtures and application of temporary rinses, semi-permanent and permanent tints and lighteners.</p> <p><b>Recommended:</b> Application of virgin tints (lighter and darker), retouch, H2O2, virgin lighteners, retouch, lighter, toners, frosting, tipping, streaking (cap and weave), color removal ant tint backs.</p> | 150 |
|  |  |  | <p><b>HAIR STRAIGHTENING</b><br/>Sanitation/sterilization, draping, shampooing and rinsing, chemical hair relaxing, thermal hair straightening, pressing, reverse reconstructive curl (thio relaxer), relaxer/straightener (sodium hydroxide).</p> | <p><b>Required:</b> Patron preparation and protection, application of sodium hydroxide, retouch, thio relaxer and retouch, safety precautions.</p>   | 50  |



## Hairstylist Training Requirements

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| <b>Idaho</b>    | 900 school  | Cutting, trimming, arranging, dressing, curling, cleansing, singeing or similar work upon the hair. A licensed person whose practice of cosmetology is limited to haircutting.  | <p>A record of operations completed by each student shall be maintained of the following:</p> <ul style="list-style-type: none"> <li>• Haircutting and Hair shaping</li> <li>• Creative hair styling which shall include hair styles, wet sets/styling, thermal styles, finger waving, braiding/free styling</li> <li>• Use of cutting implements</li> <li>• Basic shampooing and conditioning</li> <li>• Sanitation</li> </ul> |
| <b>Maryland</b> | 1200 school | Beautifying, cleaning or embellishing the hair by arranging the hair, bleaching, cleansing, coloring, curling, cutting, dressing, singeing, permanent waving, waving or performing any other similar procedure.   | No response to inquiry.   |
| <b>Missouri</b> | 1500 school | Arranging, dressing, curling, singeing, waving, permanent waving, cleansing, cutting, bleaching, tinting, coloring or similar work upon the hair of any person by any means; or removing superfluous hair from the body of any person by means other than electricity, or any other means of arching or tinting eyebrows or tinting eyelashes. Class CH hairdresser also includes any person who either with the person's hands or with mechanical or electrical apparatuses or appliances, or by the use of cosmetic preparations, antiseptics, tonics, lotions or creams engages for compensation in any one or any combination of the following: massaging, cleaning, stimulating, manipulating, exercising, beautifying or similar work upon the scalp, face, neck, arms or bust. | No response to inquiry.   |

## Hairstylist Training Requirements

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| <p><b>New York</b></p> | <p>1000 School</p> | <p>The practice of Cosmetology includes providing the services of natural hair styling, esthetics, nail specialty and waxing and also includes providing services to the hair, head, face, neck or scalp of a human being, including but not limited to shaving, trimming, and cutting the hair or beard either by hand or mechanical appliances and the application of antiseptics, powders, oils, clays, lotions or applying tonics to the hair, head, or scalp, and in addition includes providing, for a fee or any consideration or exchange, whether direct or indirect, services for the application of dyes, reactive chemicals, or other preparations to alter the color or to straighten, curl, or alter the structure of the hair of a human being.</p> | <p><b>Subject 1- PROFESSIONAL REQUIREMENTS—24 HOURS</b></p> <ul style="list-style-type: none"> <li>• New York State License Requirements</li> <li>• State and Federal Payroll Requirements</li> <li>• New York State Sales Tax Requirements</li> <li>• Career Opportunities and Placement</li> <li>• Professional Ethics, Conduct and Attitude</li> <li>• Professional Organizations, Trade Shows and Publications Subject</li> </ul> <p><b>Subject 2 - SAFETY AND HEALTH—26 HOURS</b></p> <ul style="list-style-type: none"> <li>• New York State Laws, Rules and Regulations</li> <li>• OSHA Regulations Concerning Hazardous Materials Communications</li> <li>• Types and Classification of Infectious Organisms             <ul style="list-style-type: none"> <li>— Bacteria</li> <li>— Viruses</li> <li>— Molds</li> <li>— Fungus</li> </ul> </li> <li>• Growth and Reproduction of Infectious Organisms</li> <li>• Infections and Their Prevention</li> <li>• Immunity and Body Defenses</li> <li>• Decontamination and Infection Control</li> <li>• Physical and Chemical Agents</li> </ul> <p><b>Subject 3 - ANATOMY AND PHYSIOLOGY — 15 HOURS</b></p> <ul style="list-style-type: none"> <li>• Cells, Tissues and Organs</li> <li>• Body Systems</li> <li>• Basic Principles of Nutrition</li> <li>• Overview of Bones and Muscles of the Head, Arms, Hands, Legs and Feet</li> </ul> <p><b>Subject 4 - HAIR ANALYSIS—10 HOURS</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Growth Patterns</li> <li>• Texture</li> <li>• Porosity</li> <li>• Elasticity</li> </ul> <p><b>Subject 5 - HAIR AND SCALP DISORDERS AND DISEASES — 10 HOURS</b></p> <ul style="list-style-type: none"> <li>• Dandruff</li> <li>• Alopecia</li> <li>• Fungal Infections</li> <li>• Infestations</li> <li>• Infections</li> </ul> |
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## Hairstylist Training Requirements

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|  |  |  | <p><b>Subject 6 - CHEMISTRY AS APPLIED TO COSMETOLOGY — 5 HOURS</b></p> <ul style="list-style-type: none"> <li>• Forms and Properties of Matter</li> <li>• Elements, Compounds and Mixtures</li> <li>• Chemical Reactions and Solutions</li> <li>• The pH Scale</li> <li>• FDA Laws Governing Hair Care Products and Product Safety</li> </ul> <p><b>Subject 7 - SHAMPOOS, RINSES, CONDITIONERS AND TREATMENTS — 30 HOURS</b></p> <ul style="list-style-type: none"> <li>• Client Preparation, Analysis and Consultation</li> <li>• Hair Analysis Instruments and Equipment</li> <li>• Shampooing Products, Composition and Procedures</li> <li>• Rinsing Products, Composition and Procedures</li> <li>• Conditioning Products, Composition and Procedures</li> <li>• Procedures for Hair and Scalp Disorders</li> <li>• Scalp Manipulations</li> </ul> <p><b>Subject 8 - HAIR CUTTING AND SHAPING — 175 HOURS</b></p> <ul style="list-style-type: none"> <li>• Fundamentals, Principles and Concepts of Design</li> <li>• Scissor Haircutting             <ul style="list-style-type: none"> <li>— Nomenclature and Care of Scissors</li> <li>— Techniques and Procedures</li> </ul> </li> <li>• Razor Haircutting             <ul style="list-style-type: none"> <li>— Nomenclature and Care of Razor</li> <li>— Techniques and Procedures</li> </ul> </li> <li>• Clipper Haircutting             <ul style="list-style-type: none"> <li>— Nomenclature and Care of Tools</li> <li>— Techniques and Procedures</li> </ul> </li> <li>• Removal/Trim of Superfluous Hair</li> <li>• Contemporary and Specialized Haircutting             <ul style="list-style-type: none"> <li>— Female Styles</li> <li>— Male Styles</li> <li>— Children Styles</li> </ul> </li> <li>• Mustache and Beard Shaping</li> <li>• Shaving             <ul style="list-style-type: none"> <li>— Dexterity of the Hands and Razor</li> <li>— Preparation and Procedures</li> </ul> </li> </ul> <p><b>Subject 9 - HAIR STYLING — 245 HOURS</b></p> <ul style="list-style-type: none"> <li>• Finger waving</li> <li>• Pin curling</li> <li>• Skip waving</li> <li>• Roller Styling</li> </ul> |
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## Hairstylist Training Requirements

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|  |  |  | <ul style="list-style-type: none"> <li>• Patterns in Hairstyling               <ul style="list-style-type: none"> <li>— Waves, Pin Curls, Rollers and Combinations</li> </ul> </li> <li>• Finishing Techniques</li> <li>• Twisting, Wrapping, Weaving, Extending, Locking and Braiding</li> <li>• Traditional Weaving and Styling</li> <li>• Services in Hairstyling               <ul style="list-style-type: none"> <li>— Tools and Implements</li> <li>— Blow-drying</li> <li>— Thermal Curling</li> <li>— Hair Pressing</li> </ul> </li> <li>• Hair Pieces</li> </ul> <p><b>Subject 10 - CHEMICAL RESTRUCTURING — 180 HOURS</b></p> <ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Chemical Restructuring Products</li> <li>• Client Consultation</li> <li>• Preliminary Procedure of Chemical Restructuring</li> <li>• Procedure of Chemical Restructuring</li> <li>• Corrective Chemical Restructuring</li> </ul> <p><b>Subject 11 - HAIR COLORING AND LIGHTENING — 180 HOURS</b></p> <ul style="list-style-type: none"> <li>• Color Theory</li> <li>• Chemistry</li> <li>• Preliminary Procedures of Hair Coloring</li> <li>• Client Consultation</li> <li>• Hair Coloring Procedures</li> <li>• Hair Lightening</li> <li>• Special Effects</li> <li>• Corrective Procedures</li> </ul> <p><b>Subject 12 - NAIL CARE AND PROCEDURES — 40 HOURS</b></p> <ul style="list-style-type: none"> <li>• Nail Structure</li> <li>• Nail Disorders and Diseases</li> <li>• Nail Shape and Color Analysis</li> <li>• Basic Manicuring and Pedicuring</li> <li>• Manipulations of the Hand, Arm, Leg and Foot</li> <li>• Nail Tip Application               <ul style="list-style-type: none"> <li>— Adhesives</li> <li>— Fitting, Design and Application</li> </ul> </li> <li>• Nail Wrap Application               <ul style="list-style-type: none"> <li>— Silk, Fiberglass and Linen Procedures</li> <li>— Surface Wrapping Natural Nail and Mending</li> </ul> </li> </ul> |
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## Hairstylist Training Requirements

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|  |  |  | <ul style="list-style-type: none"> <li>— Tip Overlay Wrapping</li> <li>— Repair, Maintenance and Removal</li> <li>• Liquid and Powder Nail Extensions             <ul style="list-style-type: none"> <li>— Application Procedures for Tips with Overlays, Natural Nails and Sculptured Nails</li> <li>— Repair, Maintenance and Removal</li> <li>— Chemical Reactions to Liquid and Powder</li> </ul> </li> </ul> <p><b>Subject 13 - SKIN CARE AND PROCEDURES — 60 HOURS</b></p> <ul style="list-style-type: none"> <li>• Structure and Function of the Skin</li> <li>• Skin Conditions and Disorders</li> <li>• Facial and Body Procedures             <ul style="list-style-type: none"> <li>— Client Preparation</li> <li>— Skin Analysis and Consultation</li> </ul> </li> <li>• Wet and Dry Exfoliations and Applications</li> <li>• Use of Various Products to Enhance the Appearance of the Skin             <ul style="list-style-type: none"> <li>— Seaweed, salt, paraffin, mud, ampules, creams, etc.</li> </ul> </li> <li>• Discussion for Further Training Required for Advanced Techniques Such as Aromatherapy and Water Therapies</li> <li>• Temporary Methods of Hair Removal             <ul style="list-style-type: none"> <li>— Manual Tweezing</li> <li>— Depilatory Lotion</li> <li>— Waxing</li> <li>— Bleaching</li> </ul> </li> <li>• Make-Up Application             <ul style="list-style-type: none"> <li>— Color Analysis</li> <li>— Morphology of the Face</li> <li>— Product Knowledge, Chemistry and Related Composition</li> <li>— Eyebrow Contouring</li> <li>— Corrections and Contouring</li> <li>— False Eyelashes</li> <li>— Further Training Required for Advanced Techniques</li> </ul> </li> </ul> |
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## Hairstylist Training Requirements

| <b>Nevada</b>  | 1200 school or 2400 Apprentice | Cleansing, stimulating or massaging the scalp, or cleansing or beautifying the hair by the use of cosmetic preparations, antiseptics, tonics, lotions or creams. Cutting, trimming or shaping the hair. Arranging, dressing, curling, waving, cleansing singeing, bleaching, tinting, coloring or straightening the hair of any person with the hands or mechanical or electrical apparatus or appliances, or by other means or similar work incident to or necessary for the proper carrying on of the practice or occupation of Hair Designer. | <p>A school of Cosmetology must offer the following subjects for training hair designers:</p> <ul style="list-style-type: none"> <li>• Chemical Hair Services</li> <li>• Field trips and modeling, with a maximum of 5 percent of the total hours of training optional for all students</li> <li>• Hair design and care</li> <li>• Hair design theory, with a minimum of 10 percent of the hours of training mandatory for all students</li> <li>• Haircutting</li> <li>• Infection control and prevention, with a minimum of 3 percent of the total hours of training mandatory for students</li> <li>• Management of a cosmetological establishment</li> <li>• The provisions of NAC 644.116 and chapter 644 of NRS, with a minimum of 2 percent of the total hours of training mandatory for all students</li> </ul> <p>A student may, after completing 10 percent of the total hours of training, earn credit for up to 5 percent of the total hours of training by attending field trips that are approved by the school. A field trip must be conducted under the direct supervision of a licensed instructor. The instructor shall accompany the student and be available to provide assistance or instruction to the student at all times during the field trip. The student must submit to the school a time record, authenticated by the instructor, for each field trip.</p>   |              |                |                 |                 |  |    |    |    |  |     |    |    |  |     |     |     |
|--|--------------------------------|--|---|--------------|----------------|-----------------|-----------------|--|----|----|----|--|-----|----|----|--|-----|-----|-----|
| <b>Ohio</b>  | 1200 school                    | Shampooing, haircutting, scalp treatments, hair coloring, bleaching, permanent waving, chemical relaxing, applying hair extensions, arranging, braiding and styling the hair. (everything except nails and esthetics).   | <p style="text-align: center;"><b>1200 Hour Hair Designer Curriculum</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Subject Area</th> <th style="text-align: center;">1200 Hour Core</th> <th style="text-align: center;">Clinic 50% Core</th> <th style="text-align: center;">Theory 25% Core</th> </tr> </thead> <tbody> <tr> <td>1. Infection Control &amp; Principles/Practices                             <ul style="list-style-type: none"> <li>• Bacteriology</li> <li>• Dispensary Requirements &amp; Operations</li> </ul> </td> <td style="text-align: center;">60</td> <td style="text-align: center;">30</td> <td style="text-align: center;">15</td> </tr> <tr> <td>2. Properties of the Hair &amp; Scalp                             <ul style="list-style-type: none"> <li>• Trichology</li> <li>• Draping Techniques/ Client Protection</li> <li>• Shampoos/Rinses/Treatments</li> <li>• Disorders/Diseases/Conditions</li> <li>• Chemistry (<i>Basics/pH</i>)</li> </ul> </td> <td style="text-align: center;">100</td> <td style="text-align: center;">50</td> <td style="text-align: center;">25</td> </tr> <tr> <td>3. Hair Procedures &amp; Practices                             <ul style="list-style-type: none"> <li>• Styling &amp; Finishing (<i>Roller Setting/Hair Molding</i>)</li> <li>• Thermal Styling (<i>Thermal Iron/Straightening/Blow-dry Techniques</i>)</li> </ul> </td> <td style="text-align: center;">440</td> <td style="text-align: center;">220</td> <td style="text-align: center;">110</td> </tr> </tbody> </table> | Subject Area | 1200 Hour Core | Clinic 50% Core | Theory 25% Core | 1. Infection Control & Principles/Practices <ul style="list-style-type: none"> <li>• Bacteriology</li> <li>• Dispensary Requirements &amp; Operations</li> </ul> | 60 | 30 | 15 | 2. Properties of the Hair & Scalp <ul style="list-style-type: none"> <li>• Trichology</li> <li>• Draping Techniques/ Client Protection</li> <li>• Shampoos/Rinses/Treatments</li> <li>• Disorders/Diseases/Conditions</li> <li>• Chemistry (<i>Basics/pH</i>)</li> </ul> | 100 | 50 | 25 | 3. Hair Procedures & Practices <ul style="list-style-type: none"> <li>• Styling &amp; Finishing (<i>Roller Setting/Hair Molding</i>)</li> <li>• Thermal Styling (<i>Thermal Iron/Straightening/Blow-dry Techniques</i>)</li> </ul> | 440 | 220 | 110 |
| Subject Area   | 1200 Hour Core                 | Clinic 50% Core  | Theory 25% Core   |              |                |                 |                 |  |    |    |    |  |     |    |    |  |     |     |     |
| 1. Infection Control & Principles/Practices <ul style="list-style-type: none"> <li>• Bacteriology</li> <li>• Dispensary Requirements &amp; Operations</li> </ul>   | 60                             | 30   | 15  |              |                |                 |                 |  |    |    |    |  |     |    |    |  |     |     |     |
| 2. Properties of the Hair & Scalp <ul style="list-style-type: none"> <li>• Trichology</li> <li>• Draping Techniques/ Client Protection</li> <li>• Shampoos/Rinses/Treatments</li> <li>• Disorders/Diseases/Conditions</li> <li>• Chemistry (<i>Basics/pH</i>)</li> </ul> | 100                            | 50   | 25  |              |                |                 |                 |  |    |    |    |  |     |    |    |  |     |     |     |
| 3. Hair Procedures & Practices <ul style="list-style-type: none"> <li>• Styling &amp; Finishing (<i>Roller Setting/Hair Molding</i>)</li> <li>• Thermal Styling (<i>Thermal Iron/Straightening/Blow-dry Techniques</i>)</li> </ul>                                       | 440                            | 220  | 110   |              |                |                 |                 |  |    |    |    |  |     |    |    |  |     |     |     |

## Hairstylist Training Requirements

|  |  |  |   |             |            |            |
|--|--|--|---|-------------|------------|------------|
|  |  |  | <ul style="list-style-type: none"> <li>Formal Styling (<i>Braiding/Wigs/Hair Pieces &amp; Hair Additions</i>)</li> <li>Haircutting Basics</li> <li>Haircutting Techniques &amp; Tools (Shears, Razor/Texturizing/Clippers/Trimmers)</li> </ul>  |             |            |            |
|  |  |  | <b>4. Chemical Procedures &amp; Practices</b> <ul style="list-style-type: none"> <li>Chemical Texturizing (<i>Permanent Wave/Chemical Relaxers/Curl Re-forming/Corrections</i>)</li> <li>Hair Coloring (<i>Dimensional Coloring Techniques/Corrections</i>)</li> </ul>  | 480         | 230        | 115        |
|  |  |  | <b>5. Salon Operations &amp; Communication Skills</b> <ul style="list-style-type: none"> <li>Salon Operation &amp; Management (<i>Sales/Consultation/Career Development/Professional Image</i>)</li> <li>Communication Skills (<i>Listening Skills/Product &amp; Service Education/Consultation</i>)</li> </ul>                               | 120         | 60         | 30         |
|  |  |  | <b>6. Cosmetology Laws &amp; Rules</b> <ul style="list-style-type: none"> <li>Ohio Administrative Code/ Ohio Revised Code/ Inspection &amp; Enforcement</li> <li>Continuing Education / Policies &amp; Procedures</li> <li>Human Trafficking (1 hour)</li> </ul>  | 20          | 10         | 5          |
|  |  |  | <b>TOTAL</b>  | <b>1200</b> | <b>600</b> | <b>300</b> |
|  |  |  | <b>Flexible Learning Hours</b>  |             | 300        |            |
|  |  |  | <b>Parameters:</b> <ul style="list-style-type: none"> <li>Each School must prepare and submit for approval a teaching plan within this curriculum.</li> <li>Flexible Learning Hours shall be used to create an Individualized Learning Plan if necessary</li> <li>Internship Hours would be designated as Flexible Learning Hours.</li> </ul> |             |            |            |

## Hairstylist Training Requirements

| <b>Oregon</b>   | 1450 school        | Cut, trim and style hair and apply chemical treatments such as coloring, dyeing, relaxing and permanent waves. Hair designers also shampoo, cleanse and condition hair as well as provide services such as temporary curling and braiding. | <p>The Hair Design Program shall include 1450 hours in Hair Design, 150 hours in Safety, Sanitation and Hygiene, and 100 hours in Career Development.</p> <p>In the course of study, the student will receive theory instruction, classroom instructor demonstrations/guided practice and clinic experience under supervision. The amounts of time a student devotes to theory, practice and clinic are flexible. However, a good rule of thumb is: 50% of the student's time is spent working in the school's clinic, where experience is gained through actual practice on live clients; 25% of the student's time is spent working on mannequins, projects, and experiments; and, 25% of the student's time is in lectures, demonstrations, and other theoretical learning efforts.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%; text-align: center;">MINIMUM OPERATIONS</th> <th style="width: 15%; text-align: center;">HOURS</th> </tr> </thead> <tbody> <tr> <td>Properties and Disorders of the Scalp and Hair</td> <td style="text-align: center;">-</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Draping, Shampooing, Rinsing, &amp; Conditioning</td> <td style="text-align: center;">-</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Haircutting</td> <td style="text-align: center;">200</td> <td style="text-align: center;">400</td> </tr> <tr> <td>Hairstyling:</td> <td style="text-align: center;">250</td> <td style="text-align: center;">450</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Finger waving</li> <li>• Wet Hairstyling</li> <li>• Thermal Styling</li> <li>• Thermal Hair Straightening</li> <li>• Braiding</li> </ul> </td> <td></td> <td></td> </tr> <tr> <td>Chemical Services</td> <td style="text-align: center;">100</td> <td style="text-align: center;">350</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Permanent Waving</li> <li>• Haircoloring</li> <li>• Chemical Hair Relaxing/Soft curl perm</li> </ul> </td> <td></td> <td></td> </tr> <tr> <td>Artistry of Artificial Hair/Hairpieces</td> <td style="text-align: center;">-</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Shaving, Trimming or Cutting of Beard or Mustache</td> <td style="text-align: center;">-</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Chemistry and Anatomy</td> <td style="text-align: center;">-</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Implements, Tools, and Equipment</td> <td style="text-align: center;">-</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Electricity and Light Therapy</td> <td style="text-align: center;">-</td> <td style="text-align: center;">5</td> </tr> <tr> <td><b>SUBTOTAL</b></td> <td></td> <td style="text-align: center;"><b>1380</b></td> </tr> <tr> <td>Discretionary Hours</td> <td></td> <td style="text-align: center;">70</td> </tr> <tr> <td><b>TOTAL PROGRAM HOURS</b></td> <td></td> <td style="text-align: center;"><b>1450</b></td> </tr> </tbody> </table> |  | MINIMUM OPERATIONS | HOURS | Properties and Disorders of the Scalp and Hair | - | 50 | Draping, Shampooing, Rinsing, & Conditioning | - | 50 | Haircutting | 200 | 400 | Hairstyling: | 250 | 450 | <ul style="list-style-type: none"> <li>• Finger waving</li> <li>• Wet Hairstyling</li> <li>• Thermal Styling</li> <li>• Thermal Hair Straightening</li> <li>• Braiding</li> </ul> |  |  | Chemical Services | 100 | 350 | <ul style="list-style-type: none"> <li>• Permanent Waving</li> <li>• Haircoloring</li> <li>• Chemical Hair Relaxing/Soft curl perm</li> </ul> |  |  | Artistry of Artificial Hair/Hairpieces | - | 10 | Shaving, Trimming or Cutting of Beard or Mustache | - | 20 | Chemistry and Anatomy | - | 20 | Implements, Tools, and Equipment | - | 25 | Electricity and Light Therapy | - | 5 | <b>SUBTOTAL</b> |  | <b>1380</b> | Discretionary Hours |  | 70 | <b>TOTAL PROGRAM HOURS</b> |  | <b>1450</b> |
|---|--------------------|--|--|--|--------------------|-------|--|---|----|--|---|----|-------------|-----|-----|--------------|-----|-----|---|--|--|-------------------|-----|-----|---|--|--|--|---|----|---|---|----|-----------------------|---|----|----------------------------------|---|----|-------------------------------|---|---|-----------------|--|-------------|---------------------|--|----|----------------------------|--|-------------|
|   | MINIMUM OPERATIONS | HOURS  |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Properties and Disorders of the Scalp and Hair  | -                  | 50   |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Draping, Shampooing, Rinsing, & Conditioning  | -                  | 50   |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Haircutting   | 200                | 400  |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Hairstyling:  | 250                | 450  |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
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| Chemical Services   | 100                | 350  |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
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| Artistry of Artificial Hair/Hairpieces  | -                  | 10   |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Shaving, Trimming or Cutting of Beard or Mustache   | -                  | 20   |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Chemistry and Anatomy   | -                  | 20   |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Implements, Tools, and Equipment  | -                  | 25   |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Electricity and Light Therapy   | -                  | 5  |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| <b>SUBTOTAL</b>   |                    | <b>1380</b>  |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| Discretionary Hours   |                    | 70   |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |
| <b>TOTAL PROGRAM HOURS</b>  |                    | <b>1450</b>  |  |  |                    |       |  |   |    |  |   |    |             |     |     |              |     |     |   |  |  |                   |     |     |   |  |  |  |   |    |   |   |    |                       |   |    |                                  |   |    |                               |   |   |                 |  |             |                     |  |    |                            |  |             |



## Hairstylist Training Requirements

|   |              |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;"><b>Safety, Sanitation &amp; Hygiene Training</b></th> </tr> <tr> <th style="width: 80%;"></th> <th style="text-align: right;"><b>HOURS</b></th> </tr> </thead> <tbody> <tr> <td>Dispensary</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Hazardous Chemical Awareness</td> <td style="text-align: right;">8</td> </tr> <tr> <td>OSHA Regulations/SDS Sheets</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Oregon Law/Oregon Rules and Regulations</td> <td style="text-align: right;">20</td> </tr> <tr> <td>First Aid</td> <td style="text-align: right;">8</td> </tr> <tr> <td>Safety/Sanitation<br/>Decontamination and Infection Control<br/>Bacteriology<br/>NIC Infection Control</td> <td style="text-align: right; vertical-align: top;">74</td> </tr> <tr> <td><b>TOTAL HOURS</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </tbody> </table><br><table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;"><b>Career Development Training</b></th> </tr> <tr> <th style="width: 80%;"></th> <th style="text-align: right;"><b>HOURS</b></th> </tr> </thead> <tbody> <tr> <td>Orientation</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Debt Management</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Professionalism</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Salaries/Taxes</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Setting up a Business</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Resume Preparation/Interview</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Salon and Reception Operations</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Advertising/Promotion</td> <td style="text-align: right;">4</td> </tr> <tr> <td>Time Management</td> <td style="text-align: right;">4</td> </tr> <tr> <td><b>SUBTOTAL</b></td> <td style="text-align: right;"><b>88</b></td> </tr> <tr> <td>Discretionary Hours</td> <td style="text-align: right;">12</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>100</b></td> </tr> </tbody> </table> | <b>Safety, Sanitation &amp; Hygiene Training</b> |  |  | <b>HOURS</b> | Dispensary | 20 | Hazardous Chemical Awareness | 8 | OSHA Regulations/SDS Sheets | 20 | Oregon Law/Oregon Rules and Regulations | 20 | First Aid | 8 | Safety/Sanitation<br>Decontamination and Infection Control<br>Bacteriology<br>NIC Infection Control | 74 | <b>TOTAL HOURS</b> | <b>150</b> | <b>Career Development Training</b> |  |  | <b>HOURS</b> | Orientation | 4 | Debt Management | 4 | Professionalism | 20 | Salaries/Taxes | 16 | Setting up a Business | 10 | Resume Preparation/Interview | 6 | Salon and Reception Operations | 20 | Advertising/Promotion | 4 | Time Management | 4 | <b>SUBTOTAL</b> | <b>88</b> | Discretionary Hours | 12 | <b>TOTAL</b> | <b>100</b> |
|---|--------------|--|--|--|--|--|--------------|------------|----|------------------------------|---|-----------------------------|----|---|----|-----------|---|---|----|--------------------|------------|------------------------------------|--|--|--------------|-------------|---|-----------------|---|-----------------|----|----------------|----|-----------------------|----|------------------------------|---|--------------------------------|----|-----------------------|---|-----------------|---|-----------------|-----------|---------------------|----|--------------|------------|
| <b>Safety, Sanitation &amp; Hygiene Training</b>  |              |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
|   | <b>HOURS</b> |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Dispensary  | 20           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Hazardous Chemical Awareness  | 8            |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| OSHA Regulations/SDS Sheets   | 20           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Oregon Law/Oregon Rules and Regulations   | 20           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| First Aid   | 8            |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Safety/Sanitation<br>Decontamination and Infection Control<br>Bacteriology<br>NIC Infection Control | 74           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| <b>TOTAL HOURS</b>  | <b>150</b>   |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| <b>Career Development Training</b>  |              |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
|   | <b>HOURS</b> |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Orientation   | 4            |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Debt Management   | 4            |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Professionalism   | 20           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Salaries/Taxes  | 16           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Setting up a Business   | 10           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Resume Preparation/Interview  | 6            |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Salon and Reception Operations  | 20           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Advertising/Promotion   | 4            |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Time Management   | 4            |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| <b>SUBTOTAL</b>   | <b>88</b>    |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| Discretionary Hours   | 12           |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |
| <b>TOTAL</b>  | <b>100</b>   |  |  |  |  |  |              |            |    |                              |   |                             |    |   |    |           |   |   |    |                    |            |                                    |  |  |              |             |   |                 |   |                 |    |                |    |                       |    |                              |   |                                |    |                       |   |                 |   |                 |           |                     |    |              |            |

## Hairstylist Training Requirements

|                          |                    |  |   |
|--------------------------|--------------------|--|---|
| <p><b>Washington</b></p> | <p>1400 school</p> | <p>Shampooing, draping, brushing, scalp manipulations, conditioning and rinsing; scalp and hair analysis; hair cutting and trimming including scissors, razor, thinning shears and clippers; hair styling including wet, dry and thermal styling, braiding and styling aids; cutting and trimming of facial hair including beard and mustache design and eyebrow, ear and nose hair trimming.<br/>Shampooing, draping, brushing, scalp manipulations, conditioning and rinsing; scalp and hair analysis; hair cutting and trimming including scissors, razor, thinning shears and clippers; hair styling including wet, dry and thermal styling, braiding and styling aids; cutting and trimming of facial hair including beard and mustache design and eyebrow, ear and nose hair trimming.</p> | <p>The minimum instruction guidelines for training required for a student or apprentice to be eligible to take the license examination for the following professions shall include:</p> <p>(2) For hair design:</p> <ul style="list-style-type: none"> <li>(a) Theory of the practice of hair design including business practices and basic human anatomy and physiology;</li> <li>(b) Shampooing including draping, brushing, scalp manipulations, conditioning and rinsing;</li> <li>(c) Scalp and hair analysis;</li> <li>(d) Hair cutting and trimming including scissors, razor, thinning shears and clippers;</li> <li>(e) Hair styling including wet, dry and thermal styling, braiding and styling aids;</li> <li>(f) Cutting and trimming of facial hair including beard and mustache design and eyebrow, ear and nose hair trimming;</li> <li>(g) Artificial hair;</li> <li>(h) Permanent waving including sectioning, wrapping, preperm test curl, solution application, processing test curl, neutralizing and removal of chemicals;</li> <li>(i) Chemical relaxing including sectioning, strand test, relaxer application, and removal of chemicals;</li> <li>(j) Hair coloring and bleaching including predisposition test and strand test, and measurement, mixing, application and removal of chemicals;</li> <li>(k) Cleaning and disinfecting of individual work stations, individual equipment and tools and proper use and storage of linens;</li> <li>(l) Diseases and disorders of the scalp and hair;</li> <li>(m) Safety including proper use and storage of chemicals, implements and electrical appliances;</li> <li>(n) First aid as it relates to hair design; and</li> <li>(o) Not all training may be on mannequins.</li> </ul> |
|--------------------------|--------------------|--|---|

## Hairstylist Training Requirements

| <b>West Virginia</b>  | 1000 school                    | Anything that has to do with the hair on top of the head, shampoo, style, permanent wave, hair color, etc. | <p>A student shall complete a course of study consisting of a minimum of 1,000 clock hours divided as specified in Table 3-1F of this rule to become a licensed hair stylist.<br/>A hair stylist student shall have at least 250 clock hours before working on the general public in a licensed school.</p> <p style="text-align: center;"><b>Minimum Curriculum for Hair Stylist</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%; text-align: center;">General Professional Information</th> <th style="width: 30%; text-align: center;">Theory Work<br/>100 Clock Hours</th> <th style="width: 30%; text-align: center;">Practical Work<br/>0 Clock Hours</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>In this section, students will learn:</p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Effective Communication</li> <li>• Human Relations</li> <li>• Business Management/Ownership</li> <li>• State Law</li> <li>• Sanitation in the Licensed Facility</li> <li>• Sanitation Processes and Guidelines</li> <li>• First Aid</li> <li>• General Infection Control</li> </ul> </td> <td></td> <td></td> </tr> <tr> <th style="text-align: center;">The Science of Cosmetology</th> <th style="text-align: center;">Theory Work<br/>200 Clock Hours</th> <th style="text-align: center;">Practical Work<br/>50 Clock Hours</th> </tr> <tr> <td style="vertical-align: top;"> <p>In this section, students will learn:</p> <ul style="list-style-type: none"> <li>• Infection Control Specifically for Cosmetology</li> <li>• General Anatomy and Physiology</li> <li>• Skin Diseases and Disorders and Structure</li> <li>• Properties of the Hair and Scalp</li> <li>• Basics of Chemistry</li> <li>• Basics of Electricity</li> </ul> </td> <td></td> <td></td> </tr> </tbody> </table> | General Professional Information | Theory Work<br>100 Clock Hours | Practical Work<br>0 Clock Hours | <p>In this section, students will learn:</p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Effective Communication</li> <li>• Human Relations</li> <li>• Business Management/Ownership</li> <li>• State Law</li> <li>• Sanitation in the Licensed Facility</li> <li>• Sanitation Processes and Guidelines</li> <li>• First Aid</li> <li>• General Infection Control</li> </ul> |  |  | The Science of Cosmetology | Theory Work<br>200 Clock Hours | Practical Work<br>50 Clock Hours | <p>In this section, students will learn:</p> <ul style="list-style-type: none"> <li>• Infection Control Specifically for Cosmetology</li> <li>• General Anatomy and Physiology</li> <li>• Skin Diseases and Disorders and Structure</li> <li>• Properties of the Hair and Scalp</li> <li>• Basics of Chemistry</li> <li>• Basics of Electricity</li> </ul> |  |  |
|---|--------------------------------|--|---|----------------------------------|--------------------------------|---------------------------------|---|--|--|----------------------------|--------------------------------|----------------------------------|--|--|--|
| General Professional Information  | Theory Work<br>100 Clock Hours | Practical Work<br>0 Clock Hours  |   |                                  |                                |                                 |   |  |  |                            |                                |                                  |  |  |  |
| <p>In this section, students will learn:</p> <ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Effective Communication</li> <li>• Human Relations</li> <li>• Business Management/Ownership</li> <li>• State Law</li> <li>• Sanitation in the Licensed Facility</li> <li>• Sanitation Processes and Guidelines</li> <li>• First Aid</li> <li>• General Infection Control</li> </ul> |                                |  |   |                                  |                                |                                 |   |  |  |                            |                                |                                  |  |  |  |
| The Science of Cosmetology  | Theory Work<br>200 Clock Hours | Practical Work<br>50 Clock Hours   |   |                                  |                                |                                 |   |  |  |                            |                                |                                  |  |  |  |
| <p>In this section, students will learn:</p> <ul style="list-style-type: none"> <li>• Infection Control Specifically for Cosmetology</li> <li>• General Anatomy and Physiology</li> <li>• Skin Diseases and Disorders and Structure</li> <li>• Properties of the Hair and Scalp</li> <li>• Basics of Chemistry</li> <li>• Basics of Electricity</li> </ul>  |                                |  |   |                                  |                                |                                 |   |  |  |                            |                                |                                  |  |  |  |

## Hairstylist Training Requirements

|                |             |  |   |                                       |  |
|----------------|-------------|--|---|---------------------------------------|--|
|                |             |  | <b>Professional Cosmetology</b>   | <b>Theory Work</b><br>50 Clock Hours  | <b>Practical Work</b><br>400 Clock Hours |
|                |             |  | In this section, students will learn: <ul style="list-style-type: none"> <li>• Principles of Hair Design</li> <li>• Scalp Care, Shampooing, and Conditioning</li> <li>• Haircutting</li> <li>• Hairstyling</li> <li>• Braiding and Extensions</li> <li>• Wigs and Hair Additions</li> </ul> |                                       |  |
|                |             |  | <b>Chemicals</b>  | <b>Theory Work</b><br>100 Clock Hours | <b>Practical Work</b><br>100 Clock Hours |
|                |             |  | In this section, students will learn: <ul style="list-style-type: none"> <li>• Chemical Texture Services</li> <li>• Hair Coloring</li> </ul>  |                                       |  |
| <b>Wyoming</b> | 1000 school | Scalp care, shampooing, conditioning, hair cutting, hairstyling, braiding, extensions, wigs, chemical texture services, and hair coloring. | No Response to inquiry.   |                                       |  |

## CURRICULUM OF STATES THAT OFFER A 1600-HOUR COSMETOLOGY COURSE

### ARIZONA

#### R4-10-304. Cosmetology Curriculum Required 1600 Hours

- A. Each student in a cosmetology course shall complete the following curriculum:
1. Theory of cosmetology, infection control, anatomy, physiology and histology of the body, electricity, diseases and disorders, and Arizona cosmetology laws and rules; and
  2. Clinical and laboratory cosmetology including theory that involves nails, hair, and skin:
    - a. Principles and practices of infection control and safety;
    - b. Recognition of diseases and the treatment of disorders of the hair, skin, and nails;
    - c. Morphology and treatment of hair, skin, and nails;
    - d. Interpersonal skills and professional ethics;
    - e. Product pharmacology and chemistry interaction, formulation, composition, and hazards;
    - f. Cosmetology machines, tools, and instruments and their related uses;
    - g. Chemical texturizing;
    - h. Changing existing hair color;
    - i. Hair and scalp care;
    - j. Fundamentals of hairstyling including braiding and extensions;
    - k. Body, scalp, and facial massage and manipulations;
    - l. Hair cutting fundamentals;
    - m. Fundamental aesthetics of the body and face;
    - n. Fundamentals of nail technology;
    - o. Clinical and laboratory practice that includes hair, skin, and nails;
    - p. Alternative hair, skin, and nail technology;
    - q. Pre- and post-client consultation, documentation, and analysis;
    - r. Body and facial hair removal except by electrolysis;
    - s. Introduction to electricity and light therapy for cosmetic purposes including laser/Intense Pulsed Light (IPL) procedures and devices;
    - t. Cosmetology technology; and
    - u. Required industry standards and ecology, including monitor duties.

### NEVADA

#### **NAC 644.115 Curriculum for cosmetologists; exemption for barbers in certain circumstances. (NRS 644.110, 644.400)**

1. Each school of cosmetology must offer the following subjects for training barbers and students to be cosmetologists:
  - (a) Aesthetic services.
  - (b) Chemical hair services.
  - (c) Cosmetology theory, with a minimum of 3 percent of the total hours of training mandatory

- for students who are barbers and 10 percent of the total hours of training mandatory for all other students.
- (d) Field trips and modeling, with a maximum of 5 percent of the total hours of training optional for all students.
  - (e) Hair design and care.
  - (f) Haircutting.
  - (g) Infection control and prevention, with a minimum of 3 percent of the total hours of training mandatory for all students.
  - (h) Management of a cosmetological establishment.
  - (i) Nail technology services.
  - (j) The provisions of this chapter and chapter 644 of NRS, with a minimum of 2 percent of the total hours of training mandatory for all students.
2. A student may, after completing 10 percent of the total hours of training, earn credit for up to 5 percent of the total hours of training by attending field trips that are approved by the school. A field trip must be conducted under the direct supervision of a licensed instructor. The instructor shall accompany the student and be available to provide assistance or instruction to the student at all times during the field trip. The student must submit a time record, authenticated by the instructor, for each field trip.

## NEW MEXICO

### C. Cosmetology course curriculum - 1600 course hours or equivalent credit

#### (1) **THEORY: 75 hours or equivalent credit**

- (a) limited to orientation;
- (b) state laws and regulations;
- (c) professional image;
- (d) first aid;
- (e) chemistry;
- (f) electricity;
- (g) job seeking; and
- (h) ethics

#### (2) **STERILIZATION, SANITATION, BACTERIOLOGY: 75 hours or equivalent credit**

- (a) related theory and safety;
- (b) preparation, procedures and practice;
- (c) products, materials and implements;
- (d) public sanitation;
- (e) methods of sanitation and sterilization;
- (f) chemical agents;
- (g) types and classifications of bacteria;
- (h) bacterial growth;
- (i) infections; and
- (j) infection control and safety standards

#### (3) **SHAMPOO, RINSES, SCALP TREATMENTS: 75 hours or equivalent credit**

- (a) related theory;
- (b) anatomy;

- (c) physiology;
- (d) preparation;
- (e) procedures and practice;
- (f) products, materials and implements;
- (g) hair analysis;
- (h) disorders of the hair and scalp;
- (i) hair and scalp treatments;
- (j) related chemistry; and
- (k) client record keeping and safety

**(4) CHEMICAL REARRANGING - PERMS AND RELAXERS: 200 hours or equivalent credit**

- (a) related theory;
- (b) anatomy;
- (c) physiology;
- (d) preparation, procedures and practice;
- (e) products, materials and implements;
- (f) hair analysis and client consultation;
- (g) related chemistry; and
- (h) client record keeping and safety

**(5) HAIRSTYLING: 150 hours or equivalent credit**

- (a) related theory;
- (b) anatomy;
- (c) physiology;
- (d) preparation, procedures and practice;
- (e) products, materials and implements;
- (f) hair analysis and client consultation;
- (g) related chemistry;
- (h) wet styling;
- (i) blow drying;
- (j) finger waving;
- (k) air waving;
- (l) hair pressing;
- (m) hair extensions;
- (n) hair weaving;
- (o) braiding;
- (p) corn rowing;
- (q) client consultation and recommendations;
- (r) client record keeping and safety; and
- (s) care of wigs and hair pieces

**(6) HAIR COLORING - BLEACHING: 125 hours or equivalent credit**

- (a) related theory;
- (b) anatomy;
- (c) physiology;
- (d) preparation, procedures and practice;
- (e) products, materials and implements;
- (f) hair analysis and client consultation;

- (g) related chemistry;
- (h) temporary, semi-permanent, and permanent applications;
- (i) bleaching, tinting, toning, frosting, special effects and problems;
- (j) client consultation and recommendations; and
- (k) client record keeping and safety

**(7) HAIR CUTTING: 200 hours or equivalent credit**

- (a) related theory;
- (b) anatomy;
- (c) physiology;
- (d) preparation, procedures, and practice;
- (e) use of scissors, shears, razor and clippers;
- (f) products, materials and implements;
- (g) client consultation and recommendations; and
- (h) client recordkeeping and safety

**(8) FACIALS: 175 hours or equivalent credit**

- (a) related theory;
- (b) anatomy;
- (c) physiology;
- (d) preparation, procedures and practice;
- (e) products, materials and implements;
- (f) theory of massage and facial treatments;
- (g) makeup application;
- (h) use of electrical appliances, currents and specialized machines for treatments;
- (i) artificial eyelashes;
- (j) removal of unwanted hair;
- (k) eyelash and brow tinting;
- (l) light therapy;
- (m) client consultation and recommendations; and
- (n) client record keeping and safety

**(9) MANICURING/PEDICURING: 175 hours or equivalent credit**

- (a) related theory;
- (b) anatomy;
- (c) physiology;
- (d) preparation, procedures and practice;
- (e) products, materials and implements;
- (f) theory of massage;
- (g) advanced nail techniques;
- (h) client consultation and recommendations; and
- (i) client record keeping and safety

**(10) REQUIRED HANDS-ON TRAINING: instructor approved procedures:**

- (a) 75 ladies haircuts;
- (b) 25 mens haircuts;
- (c) 25 hairstylings;
- (d) 30 coloring;



- (e) chemical texturing;
- (i) 7 permanent waving; and
- (ii) 7 permanent relaxing

**(11) SALON BUSINESS, RETAIL SALES: 50 hours or equivalent credit**

- (a) related theory;
- (b) opening a salon and business plan;
- (c) written agreements;
- (d) regulations and laws;
- (e) salon operation, policies, practices, personnel, compensation, payroll deductions;
- (f) use of telephone, advertising, retail and salesmanship, client communications, public relations, insurance; and
- (g) salon safety

**(12) MISCELLANEOUS: 300 hours or equivalent credit**

- (a) to be applied by the Instructor to strengthen student performance in curriculum related areas; or
- (b) for supervised field trips and other course related training

UTAH

**R156-11a-705. Curriculum for Cosmetology/Barber Schools.**

In accordance with Subsection 58-11a-302(6)(c)(iv), the curriculum for a cosmetology/barber school shall consist of 1,600 hours of instruction in all of the following subject areas:

- (1) introduction consisting of:
  - (a) history of barbering, cosmetology/barbering, esthetics, nail technology; and
  - (b) overview of the curriculum;
  
- (2) personal, client, and salon safety including:
  - (a) aseptic techniques and sanitary procedures;
  - (b) disinfection and sterilization methods and procedures;
  - (c) health risks to the cosmetologist/barber;
  
- (3) business and salon management including:
  - (a) developing clientele;
  - (b) professional image;
  - (c) professional ethics;
  - (d) professional associations;
  - (e) public relations; and
  - (f) advertising;
  
- (4) legal issues including:
  - (a) malpractice liability;
  - (b) regulatory agencies; and
  - (c) tax laws;
  
- (5) human immune system;

- (6) diseases and disorders of skin, nails, hair, and scalp including:
  - (a) bacteriology;
  - (b) sanitation;
  - (c) sterilization;
  - (d) decontamination; and
  - (e) infection control;
  
- (7) implements, tools, and equipment for cosmetology, barbering, basic esthetics, and nail technology, including:
  - (a) high frequency or galvanic current; and
  - (b) heat lamps;
  
- (8) first aid;
  
- (9) anatomy;
  
- (10) science of cosmetology/barbering, basic esthetics, and nail technology;
  
- (11) analysis of the skin, hair, and scalp;
  
- (12) physiology of the human body including skin and nails;
  
- (13) electricity and light therapy;
  
- (14) limited chemical exfoliation including:
  - (a) pre-exfoliation consultation;
  - (b) post-exfoliation treatments; and
  - (c) chemical reactions;
  
- (15) chemistry for cosmetology/barbering, basic esthetics, and nail technology;
  
- (16) temporary removal of superfluous hair including by waxing;
  
- (17) properties of the hair, skin, and scalp;
  
- (18) basic hairstyling including:
  - (a) wet and thermal styling;
  - (b) permanent waving;
  - (c) hair coloring;
  - (d) chemical hair relaxing; and
  - (e) thermal hair straightening;
  
- (19) haircuts including:
  - (a) draping;
  - (b) clipper variations;
  - (c) scissor cutting;
  - (d) shaving; and

- (e) wigs and artificial hair;
- (20) razor cutting;
- (21) mustache and beard design;
- (22) basic esthetics including:
  - (a) treatment of the skin, manual and mechanical;
  - (b) packs and masks;
  - (c) aroma therapy;
  - (d) chemistry of cosmetics;
  - (e) application of makeup including:
    - (i) application of artificial eyelashes;
    - (ii) arching of the eyebrows;
    - (iii) tinting of the eyelashes and eyebrows;
  - (f) massage of the face and neck; and
  - (g) natural manicures and pedicures;
- (23) medical devices;
- (24) cardiopulmonary resuscitation (CPR);
- (25) artificial nail techniques consisting of:
  - (a) wraps;
  - (b) nail tips;
  - (c) gel nails;
  - (d) sculptured and other acrylic nails; and
  - (e) nail art;
- (26) pedicures and massaging of the lower leg and foot;
- (27) elective topics; and
- (28) Cosmetology/Barber Examination review.

## WASHINGTON

**WAC 308-20-080 Minimum instruction guidelines for cosmetology, hair design, barbering, manicuring, esthetics and master esthetics training.** The minimum instruction guidelines for training required for a student or apprentice to be eligible to take the license examination for the following professions shall include:

- (1) For cosmetology:
  - (a) Theory of the practice of cosmetology including business practices and basic human anatomy and physiology;
  - (b) At least 100 hours of skills in the application of manicuring and pedicuring services;

- (c) At least 100 hours of skills in the application of esthetics services;
- (d) Shampooing including draping, brushing, scalp manipulations, conditioning and rinsing;
- (e) Scalp and hair analysis;
- (f) Hair cutting and trimming including scissors, razor, thinning shears and clippers;
- (g) Hair styling including wet, dry and thermal styling, braiding and styling aids;
- (h) Cutting and trimming of facial hair including beard and mustache design and eyebrow, ear and nose hair trimming;
- (i) Artificial hair;
- (j) Permanent waving including sectioning, wrapping, preperm test curl, solution application, processing test curl, neutralizing and removal of chemicals;
- (k) Chemical relaxing including sectioning, strand test, relaxer application, and removal of chemicals;
- (l) Hair coloring and bleaching including predisposition test and strand test, and measurement, mixing, application and removal of chemicals;
- (m) Cleaning and disinfecting of individual work stations, individual equipment and tools and proper use and storage of linens;
- (n) Diseases and disorders of the scalp, hair, skin and nails;
- (o) Safety including proper use and storage of chemicals, implements and electrical appliances;
- (p) First aid as it relates to cosmetology; and
- (q) Not all training may be on mannequins.

### Consumer Harm noted by California Licensed Cosmetologists

The California Board of Barbering and Cosmetology does not separate alleged consumer harm by license type. Therefore, the following chart only represents consumer harm alleged to happen involving hair related services.

| Alleged Hair Related Consumer Harm by Fiscal Year |           |           |           |           |           |            |
|---|-----------|-----------|-----------|-----------|-----------|------------|
| Allegation Types                                  | FY 12-13  | FY 13-14  | FY 14-15  | FY 15-16  | FY 16-17  | Total      |
| HAIR FUNGUS<br>(RINGWORM)                         | 5         | 9         | 16        | 0         | 4         | 34         |
| HAIR INFESTATION<br>(LICE)                        | 0         | 0         | 1         | 3         | 2         | 6          |
| OVER PROCESSED                                    | 18        | 30        | 8         | 41        | 58        | 155        |
| SCALP BURN  | 21        | 17        | 12        | 0         | 26        | 76         |
| <b>Total</b>                                      | <b>44</b> | <b>56</b> | <b>37</b> | <b>44</b> | <b>90</b> | <b>271</b> |

| State                       | 1600 Hour Cosmetology States - Reported Consumer Harm  |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
|-----------------------------|--|------------|-----------------|-------------------|---|-------------------|----|-----|----|---------------------|----|--------------------|----|---------------------------|----|-----------------------------|----|
| Arizona                     | <p>We see mostly disinfection violations in salon receiving unsatisfactory grades. Proper disinfection is one thing we educate our licensees and salon owners on. In this political climate we need to stress the importance of consumer protection. Arizona has a bill to deregulate styling, blow drying, hot irons, curling shampooing and conditioning. Mostly unsanitized implement use, Dirty wet disinfection set ups.</p>  |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Nevada                      | <p>Since January there have been 182 complaints filed. The chart below shows the allegation and the number of complaints the Board has received for each specific allegation.</p> <table border="1" data-bbox="573 590 1122 1005"> <thead> <tr> <th data-bbox="573 590 911 642">Allegation</th> <th data-bbox="911 590 1122 642"># of Complaints</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 642 911 695">Criminal Activity</td> <td data-bbox="911 642 1122 695">1</td> </tr> <tr> <td data-bbox="573 695 911 747">Licensing Concern</td> <td data-bbox="911 695 1122 747">15</td> </tr> <tr> <td data-bbox="573 747 911 800">N/A</td> <td data-bbox="911 747 1122 800">15</td> </tr> <tr> <td data-bbox="573 800 911 852">Other Public Safety</td> <td data-bbox="911 800 1122 852">19</td> </tr> <tr> <td data-bbox="573 852 911 905">Sanitation Concern</td> <td data-bbox="911 852 1122 905">72</td> </tr> <tr> <td data-bbox="573 905 911 957">Scope of Practice Concern</td> <td data-bbox="911 905 1122 957">10</td> </tr> <tr> <td data-bbox="573 957 911 1005">Unlicensed Activity Concern</td> <td data-bbox="911 957 1122 1005">50</td> </tr> </tbody> </table>  | Allegation | # of Complaints | Criminal Activity | 1 | Licensing Concern | 15 | N/A | 15 | Other Public Safety | 19 | Sanitation Concern | 72 | Scope of Practice Concern | 10 | Unlicensed Activity Concern | 50 |
| Allegation                  | # of Complaints  |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Criminal Activity           | 1  |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Licensing Concern           | 15   |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| N/A                         | 15   |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Other Public Safety         | 19   |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Sanitation Concern          | 72   |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Scope of Practice Concern   | 10   |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Unlicensed Activity Concern | 50   |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| New Mexico                  | No response to inquiry.  |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Utah                        | No response to inquiry.  |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |
| Washington                  | <p><u>Inspections</u><br/>                     The inspection program sees unlicensed activity and disinfection violations which results in failed inspections. We also have established what we call our high-risk program. This program is for a salon who has failed two consecutive inspections and receive disciplinary action. The action requires the salon to be on probation with more frequent inspections. In order to be removed from probation, the salon must pass two consecutive inspections. If they receive a failure while on probation, they will go for further disciplinary action that could result in suspension or revocation of a license. This is a pretty active program and we have a large number of salons on probation.</p> <p><u>Consumer harm</u><br/>                     In relation to consumer harm, we see serious injuries relating to hair services such as burns on the scalp, cuts on the scalp from clippers, skin care injuries and nail care injuries. Most of our complaints include some type of infection from the injury. We have also had an increase in emergency closures where we have closed four salons already this year. In the past we average maybe on closure every other year.</p> |            |                 |                   |   |                   |    |     |    |                     |    |                    |    |                           |    |                             |    |

## Reported Consumer Harm by Hairstylists

| State       | Required Hours                 | Scope of Practice  | Reported Consumer Harm   |
|-------------|--------------------------------|--|--|
| Alaska      | 1650 school or 2000 apprentice | Trimming or cutting the beard, arranging, styling, dressing, curling, temporary waving, permanent waving, cutting, singeing, bleaching, coloring, conditioning or similar work.  | No response to inquiry.  |
| Colorado    | 1200 school or 40 credits      | Trimming the beard (no facial shaving), shampooing, haircutting, scalp treatments, hair coloring, bleaching, permanent waving, chemical relaxing, applying hair extensions, arranging, braiding and styling the hair.  | Colorado would need to review all the complaints received to provide information on consumer harm. This request would result in preparing a cost estimate for the time to review.  |
| Connecticut | 1500 school                    | Dressing, arranging, curling, waving, weaving, cutting, singeing, bleaching and coloring the hair and treating the scalp of any person, and massaging, cleansing, stimulating, manipulating, exercising or beautifying with the use of the hands, appliances, cosmetic preparations, antiseptics, tonics, lotions, creams, powders, oils or clays and doing similar work on the face, neck and arms, and manicuring the fingernails of any person for compensation, provided nothing in this subdivision shall prohibit an unlicensed person from performing facials, eyebrow arching, shampooing, manicuring of the fingernails or, for cosmetic purposes only, trimming, filing and painting the healthy toenails, excluding cutting nail beds, corns and calluses or other medical treatment involving the foot or ankle, or braiding hair. | Issues of sanitation and hygiene are under the jurisdiction of local health offices, but we do occasionally receive complaints based upon chemical burns or minor cuts. These are few and far between, and constitute a very small percentage of complaints against hairdressers and barbers. The major reason for taking disciplinary action is unlicensed practice, either by individuals who have never been licensed in CT or those who continue practicing after their license is lapsed. |
| Georgia     | 1325 school                    | Haircut, dresses the hair, singes, shampoos, permanent waves, chemical relaxer, hair color.  | <p>Hair Designer students are taught the same health, safety and sanitation requirements as a Master Cosmetologist. While complaint information is confidential, the Board has not seen an increase in complaints due to the addition of the Hair Designer license.</p> <p>If an individual licensee has disciplinary action from the Board, disciplinary documents would be available on our website when verifying a licensee.</p>   |

## Reported Consumer Harm by Hairstylists

|                 |                                |   |   |
|-----------------|--------------------------------|---|---|
| <b>Hawaii</b>   | 1250 school or 2500 apprentice | Cut, trim and style hair and apply chemical treatments such as coloring, dyeing, relaxing and permanent waves. Shampoo, cleanse and condition hair as well as provide services such as temporary curling and braiding.  | Statistics are not kept separately for hair stylists. Statistics are kept collectively on all beauty operators. Based on the Settlement Agreements that have come before the Board, the majority of cases are either unlicensed activity or against licensed estheticians and beauty shops. |
| <b>Idaho</b>    | 900 school                     | Cutting, trimming, arranging, dressing, curling, cleansing, singeing or similar work upon the hair. A licensed person whose practice of cosmetology is limited to haircutting.  | There are only two licensed haircutters in the state currently and neither of them have been disciplined.   |
| <b>Maryland</b> | 1200 school                    | Beautifying, cleaning or embellishing the hair by arranging the hair, bleaching, cleansing, coloring, curling, cutting, dressing, singeing, permanent waving, waving or performing any other similar procedure.   | No response to inquiry.   |
| <b>Missouri</b> | 1500 school                    | Arranging, dressing, curling, singeing, waving, permanent waving, cleansing, cutting, bleaching, tinting, coloring or similar work upon the hair of any person by any means; or removing superfluous hair from the body of any person by means other than electricity, or any other means of arching or tinting eyebrows or tinting eyelashes. Class CH hairdresser also includes any person who either with the person's hands or with mechanical or electrical apparatuses or appliances, or by the use of cosmetic preparations, antiseptics, tonics, lotions or creams engages for compensation in any one or any combination of the following: massaging, cleaning, stimulating, manipulating, exercising, beautifying or similar work upon the scalp, face, neck, arms or bust. | No response to inquiry.   |
| <b>New York</b> |                                | The practice of Cosmetology includes providing the services of natural hair styling, esthetics, nail specialty and waxing and also includes providing services to the hair, head, face, neck or scalp of a human being, including but not limited to shaving, trimming, and cutting the hair or beard either by hand or mechanical appliances and the application of antiseptics, powders, oils, clays, lotions or applying tonics to the hair, head, or scalp, and in addition includes providing, for a fee or any consideration or exchange, whether direct or indirect, services for the application of dyes, reactive chemicals, or other preparations to alter the color or   | No response to inquiry.   |



## Reported Consumer Harm by Hairstylists

|                   |                                |  |   |
|-------------------|--------------------------------|--|---|
|                   |                                | to straighten, curl, or alter the structure of the hair of a human being.  |   |
| <b>Nevada</b>     | 1200 school or 2400 Apprentice | Cleansing, stimulating or massaging the scalp, or cleansing or beautifying the hair by the use of cosmetic preparations, antiseptics, tonics, lotions or creams. Cutting, trimming or shaping the hair. Arranging, dressing, curling, waving, cleansing singeing, bleaching, tinting, coloring or straightening the hair of any person with the hands or mechanical or electrical apparatus or appliances, or by other means or similar work incident to or necessary for the proper carrying on of the practice or occupation of Hair Designer. | Nevada has fielded nearly 200 complaints this calendar year. The majority is filed against salons over specific individuals (i.e. A person as SALON INC.). The health and safety concerns would be comparable to the hair portion of the cosmetology scope (safe and sanitary delivery of services, chemical treatments, and unsafe use of implements). |
| <b>Ohio</b>       | 1200 school                    | Shampooing, haircutting, scalp treatments, hair coloring, bleaching, permanent waving, chemical relaxing, applying hair extensions, arranging, braiding and styling the hair. (everything except nails and esthetics).   | No response to inquiry.   |
| <b>Oregon</b>     | 1450 school                    | Cut, trim and style hair and apply chemical treatments such as coloring, dyeing, relaxing and permanent waves. Hair designers also shampoo, cleanse and condition hair as well as provide services such as temporary curling and braiding.   | Failing to use high level disinfectant (OAR 817-010-0068(3))<br>Failing to have high level disinfectant.<br>Incomplete or no client records for esthetics and nail technology (OAR 817-015-0065)<br>Failing to disinfect the entire foot spa (OAR 817-010 0101).<br>Failing to discard or provide articles to client (OAR 817-010-0065(7)).             |
| <b>Washington</b> | 1400 school                    | Shampooing, draping, brushing, scalp manipulations, conditioning and rinsing; scalp and hair analysis; hair cutting and trimming including scissors, razor, thinning shears and clippers; hair styling including wet, dry and thermal styling, braiding and styling aids; cutting and trimming of facial hair including beard and mustache design and eyebrow, ear and nose hair trimming.<br>Shampooing, draping, brushing, scalp manipulations, conditioning and rinsing; scalp and hair analysis; hair  | We are unable to differentiate the complaints received by only the hair design license.   |

### Reported Consumer Harm by Hairstylists

|                      |             |  |                         |
|----------------------|-------------|--|-------------------------|
|                      |             | cutting and trimming including scissors, razor, thinning shears and clippers; hair styling including wet, dry and thermal styling, braiding and styling aids; cutting and trimming of facial hair including beard and mustache design and eyebrow, ear and nose hair trimming. |                         |
| <b>West Virginia</b> | 1000 school | Anything that has to do with the hair on top of the head, shampoo, style, permanent wave, hair color, etc.   | No response to inquiry. |
| <b>Wyoming</b>       | 1000 school | Scalp care, shampooing, conditioning, hair cutting, hairstyling, braiding, extensions, wigs, chemical texture services, and hair coloring.   | No response to inquiry. |



BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY • GOVERNOR EDMUND G. BROWN, JR.

Board of Barbering and Cosmetology-Department of Consumer Affairs  
PO Box 944226, Sacramento, CA 94244  
P (800) 952-5210 F (916) 574-7574 | www.barbercosmo.ca.gov



# MEMORANDUM

|                |  |
|----------------|--|
| <b>DATE</b>    | February 5-6, 2018                               |
| <b>TO</b>      | Members, 1600-Hour Cosmetology Curriculum Review |
| <b>FROM</b>    | Kevin Flanagan, Regulations Analyst              |
| <b>SUBJECT</b> | <b>Curriculum Revisions Proposal</b>             |

Board staff is proposing to simplify the Board’s curriculum regulations to make them easier for schools and students to understand and for the Board to revise, and to allow a smoother transition for students who crossover from one curriculum to another.

Under this proposal, the Board’s curriculums (Sections 950.1, 950.2, 950.3, 950.4 and 950.5 CCR) would be folded into a single, revised Section 950.1 (see Exhibit I) that would refer to six charts or “modules,” each reflecting a specific area of study (See Exhibits II through VII). These charts would be incorporated into the Board’s regulations.

Students would qualify for the licensing examination by completing the modules as follows:

|                            | <b>Barber</b> | <b>Cosmetologist</b> | <b>Esthetician</b> | <b>Manicurist</b> | <b>Electrologist</b> |
|----------------------------|---------------|----------------------|--------------------|-------------------|----------------------|
| Module A – Hairdressing    | 1,100         | 1,100                |                    |                   |                      |
| Module B – Shaving         | 200           |                      |                    |                   |                      |
| Module C – Esthetics       |               | 200                  | 400                |                   |                      |
| Module D – Manicuring      |               | 100                  |                    | 300               |                      |
| Module E – Electrology     |               |                      |                    |                   | 400                  |
| Module F – Health & Safety | 200           | 200                  | 200                | 100               | 200                  |
| <b>TOTAL</b>               | <b>1,500</b>  | <b>1,600</b>         | <b>600</b>         | <b>400</b>        | <b>600</b>           |

Breaking up the Board’s five curriculums into modules offers the following advantages:

- 1) The Board’s educational requirements will have a more simplified appearance and should be more easily understood by students and schools. So many of the Board’s curriculum requirements are common to more than one licensing category, it makes sense for simplicity’s sake to recognize that fact in regulation.

- 2) By splitting the curriculums into modules, the Board will be able to make revisions more easily. It will no longer be necessary to revise up to five code sections when a change is necessary. All the Board would need to do is make a single change to the relevant module.
- 3) Finally, the proposed curriculum model will make it much easier for holders of one license to “crossover” and acquire another license, because licensees, schools and the Board will be able to tell at a glance what coursework needs to be completed. A licensed cosmetologist, for example, would only need to complete the 200-hour Module B (Shaving) to qualify for the barber examination. An electrologist who wished to perform esthetics would only need to complete Module C (Esthetics) to qualify for the esthetics test.

Implementing the module concept shouldn't pose any real difficulty for schools, as it is mostly a question of presentation and arrangement of the material rather than changes in the material itself. But there are two differences:

- 1) **Health and Safety:** The health and safety components in the existing curriculums show some small differences in the minimum requirements, depending on the license category. For example, manicurists alone are required to perform a minimum number of practical operations involving the disinfection of non-electrical tools and footspas. The health and safety components in the other four licensing categories require only technical instruction. Staff believes health and safety skills should be common across all license categories. Because any licensee can be tapped as the licensee in charge, all licensees should, for example, have at least a cursory knowledge of how to properly disinfect a footspa – an extremely common, and expensive, violation of Board rules -- or operate an autoclave if they are to supervise effectively.
- 2) **Practical Training Hours/Practical Operations:** Students, schools and even staff have sometimes been confused by these terms. The statutes upon which the Board's regulations are based (Business and Professions Code Sections 7362.5, 7364, 7365 and 7366) refer to “hours of practical training”. The regulatory sections themselves also refer to “hours of practical training”, but then prescribe numbers of individual “practical operations.” This had led many schools to confuse numbers of operations with the number of hours and treat them as the same thing (for further consideration, see Agenda Item 6). Staff believes a better, clearer way to ensure students receive the best training would for the Board to explicitly identify minimum *technical instruction hours*, but not specific *numbers of practical operations*. Instead, the Board would require students to complete a minimum number of practical training hours dedicated to the subjects in each module, but leave it up to the schools' discretion to assign practical training hours in those subjects according to their best judgment, and their students' performance and ability. For instance, some students may not need to perform 140 facials and would be better served performing more practical operations in makeup instead.

## EXHIBIT I

### § 950.1 School Curriculums.

- (a) The curriculum for students enrolled in a barbering course shall consist of fifteen hundred (1,500) hours of technical instruction and practical training in accordance with Modules A, B and F.
- (b) The curriculum for students enrolled in a cosmetology course shall consist of sixteen hundred (1,600) hours of technical instruction and practical training in accordance with Modules A, C, D and F.
- (c) The curriculum for students enrolled in an esthetics course shall consist of six hundred (600) hours of technical instruction and practical training in accordance with Modules C and F.
- (d) The curriculum for students enrolled in a manicuring course shall consist of four hundred (400) hours of technical instruction and practical training in accordance with Modules D and F.
- (e) The curriculum for students enrolled in an Electrology course shall consist of six hundred (600) hours of technical instruction and practical training in accordance with Modules E and F.
- (f) The Board recommends that schools provide training to all students in the area of communication skills that includes professional ethics, salesmanship, decorum, record-keeping, client service record cards, basic tax responsibilities related to independent contractors, booth renters, employees and employers.

**MODULE A – HAIR DRESSING**

The Board's Hair Dressing Module shall consist of a total of 1,100 hours of technical instruction and practical training. The 1,100-hour total shall include the minimum 660 hours of technical instruction and practical training hours as listed below. The balance of 440 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student's skill and performance.

**TECHNICAL INSTRUCTION**

Students shall complete a minimum of 185 hours of technical instruction in the following hair dressing subjects:

**Hair styling**

The subject of Hairstyling shall include, but is not limited to, the following techniques and procedures:

- Hair analysis
- Shampooing
- Finger waving
- Pin curling
- Comb-outs
- Relaxing
- Waving
- Curling/straightening with hot combs and hot curling irons
- Blower styling

**65 Hours**

**Permanent Waving and Chemical Straightening**

The subjects of Permanent Waving and Chemical Straightening shall include, but is not limited to, the following techniques and procedures:

- Hair analysis
- Acid and alkaline permanent waving
- Chemical relaxing, including the use of sodium hydroxide and other base solutions

**40 Hours**

|   |                         |
|---|-------------------------|
| <p><b><u>Hair Coloring and Bleaching</u></b></p> <p>The subject of Hair Coloring and Bleaching shall include, but is not limited to, the following techniques and procedures:</p> <ul style="list-style-type: none"> <li>• Use of semi-permanent, demi-permanent and temporary colors</li> <li>• Hair analysis</li> <li>• Predisposition and strand tests; safety precautions</li> <li>• Formula mixing</li> <li>• Tinting (only FDA approved products may be used; otherwise, student should learn tinting via simulation)</li> <li>• Bleaching</li> <li>• High and low lights</li> <li>• Use of dye removers</li> </ul> | <p><b>60 Hours</b></p>  |
| <p><b><u>Hair Cutting</u></b></p> <p>The subject of Hair Cutting shall include, but is not limited to, the following topics:</p> <ul style="list-style-type: none"> <li>• Use of scissors, razor (shaper)</li> <li>• Electrical clippers/trimmers, and thinning (tapering) shears for wet and dry cutting.</li> </ul>   | <p><b>20 Hours</b></p>  |
| <p><b><u>PRACTICAL TRAINING</u></b></p> <p>Students shall complete a minimum of 475 hours of practical training in the hair dressing subjects listed above. The number of required practical training hours allocated to each technique or procedure shall be at the discretion of the school, based on the students' skill and performance. Practical training shall mean the actual performance by the student of a complete service on another person or a mannequin, or task.</p>   | <p><b>475 Hours</b></p> |

| <b>MODULE B - SHAVING</b>   |                         |
|---|-------------------------|
| <p>The Board's Shaving Module shall consist of a total of 200 Hours of technical instruction and practical training. The 200-hour total shall include the minimum 140 hours of technical instruction and practical training as detailed below. The balance of 60 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student's skill and performance.</p>  |                         |
| <p><b><u>TECHNICAL INSTRUCTION</u></b><br/>                     Students shall complete a minimum of 100 hours of technical instruction in the following subjects:</p>  |                         |
| <p><b><u>Preparation and Performance</u></b><br/>                     The subject of Preparation and Performance shall include, but is not limited to, the following techniques and procedures:</p> <ul style="list-style-type: none"> <li>• Preparing the client's hair for shaving</li> <li>• Assessing the condition of the client's skin</li> <li>• Performing shaving techniques</li> <li>• Applying after-shave antiseptic following services</li> <li>• Massaging the client's face</li> <li>• Rolling cream massages</li> </ul> | <p><b>100 Hours</b></p> |
| <p><b><u>PRACTICAL TRAINING</u></b><br/>                     Students shall complete a total of 40 hours of practical training in the shaving subjects listed above. The number of required practical training hours allocated to each technique or procedure shall be at the discretion of the school, based on students' skill and performance. Practical training shall mean the actual performance by the student of a complete service on another person or a mannequin, or a task.</p>  | <p><b>40 Hours</b></p>  |



| <b>MODULE C -- ESTHETICS</b>   |   |
|--|---|
| <p><b>Esthetics Students:</b> The Board's Esthetics Module shall consist of a total of 400 Hours of technical instruction and practical training. The 400-hour total shall include the minimum 360 hours of technical instruction and practical training as detailed below. The balance of 40 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student's skill and performance.</p> <p><b>Cosmetology/Cosmetology Crossover Students:</b> The Board's Esthetics Module shall consist of a total of 200 Hours of technical instruction and practical training. The 200-hour total shall include the minimum 130 hours of technical instruction and practical training as detailed below. The balance of 70 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student's skill and performance</p> |   |
| <p><b><u>TECHNICAL INSTRUCTION</u></b><br/>           Students shall complete a minimum of 130 hours of technical instruction, except for cosmetology or cosmetology crossover students who shall complete a minimum of 50 hours of technical instruction, in the following subjects:</p>  |   |
| <p><b><u>Manual, Electrical and Chemical Facials</u></b><br/>           The subject of Manual, Electrical and Chemical Facials shall include, but is not limited to, the following techniques and procedures:</p> <p><u>Manual Facials:</u> Cleansing, scientific manipulations, packs, and masks<br/> <u>Electrical Facials:</u> Use of electrical modalities, dermal lights and electrical equipment, for facials and skin beautification purposes within the limits set by Section 991 CCR<br/> <u>Chemical Facials:</u> Chemical skin peels, packs, masks and scrubs.</p> <p>All facial training shall emphasize that only the non-living, uppermost layer of facial skin, known as the epidermis, may be removed, and only for the purpose of beautification.</p>   | <p><b>70 Hours<br/>(25 Hours for<br/>cosmetology/<br/>cosmetology<br/>crossover<br/>students)</b></p> |
| <p><b><u>Preparation</u></b><br/>           The subject of Preparation shall include, but is not limited to, the following techniques and procedures:</p> <p><u>Manual Facials:</u><br/>           Client consultation<br/>           Intake procedures<br/>           Contraindications<br/>           Professionalism<br/>           Client record keeping<br/>           Pre- and post- service care<br/>           CPR/AED equipment</p>   | <p><b>15 Hours<br/>(Esthetics<br/>students<br/>only)</b></p>  |

|   |  |
|---|--|
| <p><b><u>Eyebrow Beautification</u></b><br/> The subject of Eyebrow Beautification shall include, but is not limited to, the following techniques and procedures:<br/> Eyebrow shaping and hair removal techniques<br/> Hair analysis<br/> Waxing, tweezing, manual or electrical depilatories.</p>   | <p><b>25 Hours<br/> (12.5 Hours<br/> for<br/> cosmetology/<br/> cosmetology<br/> crossover<br/> students)</b></p>        |
| <p><b><u>Make-up</u></b><br/> The subject of Make-up shall include, but is not limited to, the following techniques and procedures:<br/> Skin analysis<br/> Basic and corrective application<br/> Application of false eyelashes.</p>   | <p><b>20 Hours<br/> (12.5 Hours<br/> for<br/> cosmetology<br/> or<br/> cosmetology<br/> crossover<br/> students)</b></p> |
| <p><b><u>PRACTICAL TRAINING</u></b><br/> Students shall complete a minimum of 230 hours of practical training in the esthetics subjects listed above, except for cosmetology or cosmetology crossover students, who shall complete a minimum of 70 hours of practical training. The number of required practical training hours allocated to each technique and procedure shall be at the discretion of the school, based on students' skill and performance. Practical training shall mean the actual performance by the student of a complete service on another person or a mannequin, or a task. All practical training in skin exfoliation must be performed in accordance with Section 992 CCR.</p> | <p><b>230 Hours<br/> (70 Hours for<br/> cosmetology<br/> or<br/> cosmetology<br/> crossover<br/> students)</b></p>       |

**MODULE D - MANICURING**

**Manicurist Students:** The Board’s Manicuring Module shall consist of a total of 300 hours of technical instruction and practical training. The 300-hour total shall include the minimum 140 hours of technical instruction and practical training as detailed below. The balance of 160 hours is to be dedicated to technical instruction subjects and /or practical training at the discretion of the school, in accordance with the student’s skill and performance.

**Cosmetology/Cosmetology Crossover Students:** The Board’s Esthetics Module shall consist of 100 hours of technical instruction and practical training. The 100-hour total shall include the minimum 75 hours of technical instruction and practical training as detailed below. The balance of 25 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student’s skill and performance.

**TECHNICAL INSTRUCTION**

Students shall complete a minimum of 60 hours of technical instruction, except for cosmetology or cosmetology crossover students who shall complete a minimum of 35 hours of technical instruction, in the following subjects:

**Manicures and Pedicures**

The subject of Manicures and Pedicures shall include, but is not limited to, the following techniques and procedures:

- Water and oil manicures
- Hand and forearm massage
- Pedicures
- Foot, ankle and calf massage
- Application of artificial nails, including acrylic, liquid, gel and powder brush-ones
- Nail tips
- Nail wraps and repairs
- Nail analysis

**60 Hours  
(35 Hours  
for  
cosmetology  
or  
cosmetology  
crossover  
students)**

**PRACTICAL TRAINING**

Students shall complete a minimum of 80 hours of practical training in manicuring techniques and procedures, except for cosmetology or cosmetology crossover students, who shall complete a minimum of 40 hours of practical training. The number of required practical training hours allocated to each technique or procedure shall be at the discretion of the school, based on the student’s skill and performance. Practical training shall mean the actual performance by the student of a complete service on another person or a mannequin, or a specific task.

**80 Hours  
(40 Hours  
for  
cosmetology  
or  
cosmetology  
crossover  
students)**

| <b>MODULE E - ELECTROLOGY</b>  |                  |
|--|------------------|
| <p>The Board's Electrology Module shall consist of a total of 400 Hours of technical instruction and practical training. The 400-hour total shall include the minimum 330 of technical instruction and practical training as detailed below. The balance of 70 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student's skill and performance.</p>   |                  |
| <p><b><u>TECHNICAL INSTRUCTION</u></b><br/>Students shall complete a total of 150 hours of technical instruction in the following subjects:</p>  |                  |
| <p><b><u>Epilation</u></b><br/>The subject of Epilation shall include, but is not limited to, the following techniques and procedures:</p> <ul style="list-style-type: none"> <li>• <b><u>Electrolysis:</u></b> Single- and multiple-needle insertion techniques, the use of galvanic current, skin reactions and anaphoresis and cataphoresis, and evaluating a client's health history for compatibility with electrolysis.</li> <li>• <b><u>Thermolysis:</u></b> Use of automatic and manual thermolysis equipment, insertion techniques, the use of high frequency current in both high and low intensities, skin reactions, and evaluating a client's health history for compatibility with thermolysis.</li> <li>• <b><u>Blend/Dual Modality:</u></b> Using a combination of high frequency and galvanic currents, insertion techniques, skin reactions and anaphoresis and cataphoresis, and evaluating a client's health history for compatibility with blend/dual modality procedures.</li> </ul> | <b>135 Hours</b> |
| <p><b><u>Electricity</u></b><br/>The subject Electricity shall include, but is not limited to, the following techniques and procedures:</p> <ul style="list-style-type: none"> <li>• The nature of electrical current</li> <li>• Principles of operating electrical devices</li> <li>• Safety precautions to be applied when operation electrical equipment</li> <li>• Proper maintenance of equipment</li> </ul>  | <b>15 Hours</b>  |
| <p><b><u>PRACTICAL TRAINING</u></b><br/>Students shall complete a minimum of 180 hours of practical training in epilation subjects. The number of required practical training hours allocated to each technique and procedure shall be at the discretion of the school, based on the students' skill and performance. Practical training shall mean the actual performance by the student of a complete service on another person or a mannequin, or a task.</p>   | <b>180 Hours</b> |

| <b>MODULE F – HEALTH AND SAFETY</b>  |   |
|--|---|
| <p><b>Barbering, Cosmetology, esthetics and Electrology Students:</b> The Board’s Health and Safety Module shall consist of a total of 200 hours of technical instruction and practical training. The 200-hour total shall include the minimum 135 hours of technical instruction and practical training as detailed below. The balance of 65 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student’s skill and performance.</p> <p><b>Manicuring Students:</b> The Board’s Health and Safety Module shall consist of a total of 100 hours of technical instruction and practical training. The 100-hour total shall include the minimum 80 hours of technical instruction and practical training as detailed below. The balance of 20 hours is to be dedicated to technical instruction subjects and/or practical training at the discretion of the school, in accordance with the student’s skill and performance.</p>  |   |
| <p><b><u>TECHNICAL INSTRUCTION</u></b><br/>Students shall complete a minimum of 125 hours of technical instruction, except for manicuring students who shall complete 62.5 hours of technical instruction, in the following subjects:</p>  |   |
| <p><b><u>Laws and Regulations</u></b><br/>The subject of Laws and Regulations shall include, but is not limited to, the Barbering and Cosmetology Act and the Board's regulations.</p>   | <p><b>20 Hours<br/>(10 Hours<br/>for<br/>manicurists)</b></p> |
| <p><b><u>Health &amp; Safety Considerations</u></b><br/>The subject of Health and Safety Considerations shall include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>● <b><u>Hazardous substances:</u></b> Material safety data sheets; injury prevention.</li> <li>● <b><u>Chemistry:</u></b> Purpose, chemical composition and effects of common cosmetic preparations; injury prevention</li> <li>● <b><u>Bacteriology:</u></b> Communicable diseases (including HIV/AIDS, hepatitis, herpes, staphylococcal infections) and their prevention</li> <li>● <b><u>Government Oversight:</u></b> Health and safety agencies</li> <li>● <b><u>Electrical Theory:</u></b> Electrical current, principles of operating electrical devices, and the various safety precautions when operating electrical equipment (Cosmetologists, Estheticians and Electrologists only)</li> </ul> <p>Among the instructional materials used in teaching Health &amp; Safety Considerations, schools shall include the health and safety course developed by the Board of Barbering and Cosmetology pursuant to Section 7389 of the Business and Professions Code.</p> | <p><b>45 Hours<br/>(25 Hours<br/>for<br/>manicurists)</b></p> |

|  |   |
|--|---|
| <p><b><u>Disinfection, Sanitation &amp; Sterilization:</u></b><br/> The subject of Disinfection, Sanitation &amp; sterilization shall include, but is not limited to, the following topics:</p> <ul style="list-style-type: none"> <li>• <b><u>General Principles:</u></b> Proper procedures and techniques to protect the health of both the consumer and the technician.</li> <li>• <b><u>Disinfecting Tools:</u></b> Disinfecting, sanitizing and sterilizing electrical and non-electrical tools according to the regulations of the California State Board of Cosmetology. All barbering, cosmetology and esthetics students shall perform 10 practical operations demonstrating the procedures detailed in Section 979(a) through (h), and 980.</li> <li>• <b><u>Sterilizing Equipment:</u></b> Operation and maintenance of autoclaves and dry-heat sterilizers.</li> <li>• <b><u>Disinfecting Footspas:</u></b> Operation, maintenance and disinfection of footspas, with special attention to the procedures detailed in Sections 980.1, 980.2, and 980.3, CCR</li> </ul> | <p><b>20 Hours<br/>(20 Hours<br/>For<br/>manicurists)</b></p> |
| <p><b><u>Anatomy and Physiology</u></b><br/> The subject of anatomy and physiology shall include, but is not limited to, the following topics:</p> <ul style="list-style-type: none"> <li>• General Human Anatomy and Physiology</li> <li>• Bacteriology</li> <li>• Dermatology and the analysis of skin</li> <li>• Nail Analysis</li> <li>• Circulatory, nervous, and endocrine systems</li> </ul>  | <p><b>30 Hours<br/>(15 Hours<br/>for<br/>manicurists)</b></p> |
| <p><b><u>PRACTICAL TRAINING</u></b><br/> Students shall complete a total of 20 hours of practical training (or 10 hours of practical training for manicurists) in health and safety techniques and procedures, paying special attention to the disinfection and sterilization of tools and equipment. The number of practical training hours allocated to each technique and procedure shall be at the discretion of the school, based on the students' skills and performance. Practical training shall mean the actual performance by the student of a disinfection or sterilization task. Practical training in disinfection or sterilization may be paired with practical training in other curriculum modules' subjects (i.e. the disinfection of a footspa may be paired with performing a pedicure; sterilizing tools with an autoclave may be paired with performing an electrolysis procedure) to maximize the student's practical experience.</p>  | <p><b>20 Hours<br/>(10 Hours<br/>for<br/>manicurists)</b></p> |

## COSMETOLOGY CURRICULUM REQUIREMENT BREAKDOWN (1600 Total Clock Hours)

| SUBJECT  | CURRENT TECHNICAL INSTRUCTIONAL REQUIREMENTS |                             | PROPOSED TECHNICAL INSTRUCTIONAL REQUIREMENTS |                             |
|--|--|-----------------------------|---|-----------------------------|
|  | Minimum Hours Required                       | Minimum Operations Required | Minimum Hours Required                        | Minimum Operations Required |
| <b>HAIR DRESSING (1100 total hours required)</b>   |  |                             |   |                             |
| Hairstyling  | 65   | 240                         |   |                             |
| Permanent Waving and Chemical Straightening  | 40   | 105                         |   |                             |
| Hair Coloring and Bleaching  | 60   | 50                          |   |                             |
| Hair Cutting   | 20   | 80                          |   |                             |
| <b>Current - Total Hours Required in Hair Dressing: <u>1100</u> hours</b>  |  |                             |   |                             |
| <b>Proposed - Total Hours Required in Hair Dressing: _____ hours</b>   |  |                             |   |                             |
| <b>HEALTH AND SAFETY (200 total hours required)</b>  |  |                             |   |                             |
| Laws and Regulations   | 20   | 0                           |   |                             |
| Health and Safety Considerations   | 45   | 0                           |   |                             |
| Disinfection and Sanitation  | 20   | 0                           |   |                             |
| Anatomy and Physiology   | 15   | 0                           |   |                             |
| <b>Total Hours Required in Health and Safety: <u>200</u> hours</b>   |  |                             |   |                             |
| <b>Proposed - Total Hours Required in Health and Safety: _____ hours</b>   |  |                             |   |                             |
| <b>ESTHETICS (200 total hours required)</b>  |  |                             |   |                             |
| Manual, Electrical, and Chemical Facials   | 25   | 40                          |   |                             |
| Eyebrow Beautification and Make-up   | 25   | 30                          |   |                             |
| <b>Current - Total Hours Required in Esthetics: <u>200</u> hours</b>   |  |                             |   |                             |
| <b>Proposed - Total Hours Required in Esthetics: _____ hours</b>   |  |                             |   |                             |
| <b>MANICURING AND PEDICURING (100 total hours required)</b>  |  |                             |   |                             |
| Manicuring and Pedicuring  | 10   | 25                          |   |                             |
| Artificial Nails and Wraps   | 25   | 120 nails                   |   |                             |
| <b>Current - Total Hours Required in Manicuring and Pedicuring: <u>100</u> hours</b>   |  |                             |   |                             |
| <b>Proposed - Total Hours Required in Manicuring and Pedicuring: _____ hours</b>   |  |                             |   |                             |
| <b>Currently</b> - Depending on how long it takes a student to complete the required number of practical operations, a student may exceed the total number of hours required in a subject, or may not yet meet the total hours required in a subject. If a student does not yet meet the total number of hours required, the school will be responsible for making sure the student completes additional hours to meet the total hour requirement in that subject. |  |                             |   |                             |