Acknowledgments

The Beauty Salon Assistant curriculum revision team included the following representatives of the Virginia Department of Professional and Occupational Regulation's Board for Barbers and Cosmetology:
Stephen Kirschner, Regulatory Operations Administrator
Demetrios Melis, Executive Director
Lonnie Quesenberry, Board Chairman

The Beauty Salon Assistant curriculum revision team included the following teachers:

Judith Anderson, Pulaski County Senior High School, Pulaski County Public Schools
Patricia Butler, Powhatan High School, Powhatan County Public Schools
Arnaz Dotivala, Osbourn High School, Manassas City Public Schools
Joyce Lindsey, Madison County High School, Madison County Public Schools
Jacquelyn Minter, The Hanover Center for Trades and Technology, Hanover County Public Schools
Joyce Price, Blacksburg High School, Blacksburg City Public Schools
Crystal Taylor, The Pruden Center for Industry and Technology, Suffolk

Correlations to the Virginia Standards of Learning were reviewed and updated by the following:

Norma J. Bonney, Kempsville High School, Virginia Beach City Public Schools
Anne F. Markwith, New Teacher Mentor, Gloucester County Public Schools
Cathy Nichols-Cocke, PhD, Fairfax High School, Fairfax County Public Schools
Caroline C. Wheeler, M.T., Secondary English

The framework was edited and produced by the CTE Resource Center:

Kevin P. Reilly, Administrative Coordinator
Nathan K. Pope, Writer/Editor

J. Anthony Williams, Specialist, Trade and Industrial Education & Related Clusters
Office of Career, Technical, and Adult Education Services
Virginia Department of Education

Dr. Tricia S. Jacobs, CTE Coordinator of Curriculum and Instruction
Office of Career, Technical, and Adult Education Services
Virginia Department of Education

Copyright © 2017

Course Description

Suggested Grade Level: 10 or 11

The Beauty Salon Assistant course prepares students for work as an assistant in a salon. Students study and prepare in a clinical lab setting, learning practical and manipulative skills. The
program emphasizes safety and sanitation, shampooing and conditioning, retailing, inventory control, and receptionist work. After completion, students may enroll in a cosmetology or barbering program to pursue licensure.

“Beauty Salon Assistant” may be offered as a complement to an existing concentration sequence in any CTE program area. In some instances, where noted, it may be combined with specific courses to create concentration sequences.

**Task Essentials List**

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>8546</td>
<td></td>
</tr>
</tbody>
</table>

**Demonstrating Safety, Sanitation, and Disease Control**

39  ⊕  Sanitize hands before and after every service.
40  ⊕  Demonstrate proper treatment of an injury to a client or to oneself.
41  ⊕  Follow Occupational Safety and Health Administration (OSHA) guidelines for sanitizing and disinfecting implements after a blood spill.
42  ⊕  Demonstrate proper procedures for attending to client wound, soaking implements in appropriate disinfectant, disinfecting and sanitizing work area, and disposing of towels and swabs.
43  ⊕  Demonstrate decontaminating procedures and universal precautions.

**Cleaning and Sanitizing Implements, Equipment, and Facilities**

44  ⊕  Clean and sanitize combs, brushes, and other implements.
45  ⊕  Clean and sanitize electrical equipment.
46  ⊕  Maintain salon equipment.
47  ⊕  Clean and sanitize rollers, clips, perm rods, and perm trays.
<table>
<thead>
<tr>
<th>Task Number</th>
<th>8546</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>'+'</td>
<td>Launder towels, capes, and smocks.</td>
</tr>
<tr>
<td>49</td>
<td>'+'</td>
<td>Clean lounge, stock room, individual station, and shampoo area.</td>
</tr>
</tbody>
</table>

### Exhibiting Professionalism and Workplace Ethics

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>'+'</td>
<td>Demonstrate personal hygiene/dress code.</td>
</tr>
<tr>
<td>51</td>
<td>'+'</td>
<td>Demonstrate good posture and physical poise.</td>
</tr>
<tr>
<td>52</td>
<td>'+'</td>
<td>Use effective communication skills.</td>
</tr>
<tr>
<td>53</td>
<td>'+'</td>
<td>Follow class policies.</td>
</tr>
</tbody>
</table>

### Shampooing and Conditioning Hair

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>'+'</td>
<td>Apply towel and drape to client.</td>
</tr>
<tr>
<td>55</td>
<td>'+'</td>
<td>Analyze client's scalp and hair for abnormal conditions.</td>
</tr>
<tr>
<td>56</td>
<td>'+'</td>
<td>Brush hair in preparation for shampoo.</td>
</tr>
<tr>
<td>57</td>
<td>'+'</td>
<td>Shampoo hair.</td>
</tr>
<tr>
<td>58</td>
<td>'+'</td>
<td>Condition hair (i.e., penetrating rinse, hot oil treatment, and/or intensive conditioner).</td>
</tr>
</tbody>
</table>

### Assisting With Permanent Wave

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>'+'</td>
<td>Demonstrate pre- and post-service draping for a permanent wave.</td>
</tr>
<tr>
<td>60</td>
<td>'+'</td>
<td>Demonstrate safety practices when working with all chemical services.</td>
</tr>
</tbody>
</table>

### Assisting With Chemical Relaxing and Soft-Curl Permanent

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>'+'</td>
<td>Consult with client about possible scalp irritations.</td>
</tr>
<tr>
<td>62</td>
<td>'+'</td>
<td>Demonstrate pre- and post-service draping for chemical relaxing and soft-curl permanent.</td>
</tr>
<tr>
<td>Task Number</td>
<td>8546</td>
<td>Tasks/Competencies</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>

**Assisting With Hair Color Services**

| 63 | ✤ Record client consultation information, including factors that may affect the services. |
| 64 | ✤ Remove hair color from client’s skin. |

**Caring for Skin, Hands, and Feet**

| 65 | ✤ Demonstrate knowledge of abrasions, disorders, and diseases of skin, hands, and feet. |
| 66 | ✤ Demonstrate pre- and post-service for skin, hands, and feet. |

**Understanding Wigs, Extensions, and Hair Additions**

| 67 | ✤ Differentiate between a human hair wig or hairpiece and a synthetic hair wig or hairpiece. |
| 68 | ✤ Shampoo a human hair wig or hairpiece. |
| 69 | ✤ Condition a human hair wig or hairpiece. |

**Managing the Salon**

| 70 | ✤ Keep daily salon decontamination records. |
| 71 | ✤ Keep tip record. |
| 72 | ✤ Perform client-intake and check-out duties. |
| 73 | ✤ Maintain inventory. |

Legend: ✤ Essential 〇 Non-essential ❌ Omitted

**Curriculum Framework**
Demonstrating Safety, Sanitation, and Disease Control

Task Number 39

Sanitize hands before and after every service.

Definition

Sanitizing hands must be done on a routine basis during the day in the classroom and at the salon to ensure a germ-free environment for the client.

Process/Skill Questions

- Why should all employees in a salon wash their hands before and after every service?
- What kind of soap should be used to sanitize hands?
- What kind of towels should be used by employees?

Task Number 40

Demonstrate proper treatment of an injury to a client or to oneself.

Definition

Training for treatment of the following injuries should be covered:

- Bleeding and wounds
- Burns
- Choking
- Fainting
- Eye injury

Process/Skill Questions

- Why should all employees in a salon receive first aid training?
- How severe must the injury be to call 911?
Task Number 41

Follow Occupational Safety and Health Administration (OSHA) guidelines for sanitizing and disinfecting implements after a blood spill.

Definition

OSHA guidelines and Safety Data Sheets (SDS) should be posted in the classroom/salon.

Process/Skill Questions

- What necessary OSHA training should be taught in the classroom?
- What types of nonverbal communication can be used to remind students of safety guidelines?

Task Number 42

Demonstrate proper procedures for attending to client wound, soaking implements in appropriate disinfectant, disinfecting and sanitizing work area, and disposing of towels and swabs.

Definition

Students should follow sanitation and disinfection guidelines and procedures of the classroom/salon.

Process/Skill Questions

- What is the difference between sterilization and sanitation?
- What is the difference between a disinfectant and an antiseptic?
- Why is it particularly important to dispose of soiled towels correctly?

Task Number 43
Demonstrate decontaminating procedures and universal precautions.

Definition

Demonstration should include procedures for preventing the spreading of infection in a classroom/salon through

- open sores
- unclean hands, implements, and supplies
- use of same implements on infected areas and non-infected areas
- unsanitary salon conditions.

Process/Skill Questions

- What kind of training should students receive about blood-borne pathogens?
- What infections and diseases can be transmitted through blood-borne pathogens?
- How can the teacher/manager demonstrate the serious nature of blood-borne pathogens?

Cleaning and Sanitizing Implements, Equipment, and Facilities

Task Number 44

Clean and sanitize combs, brushes, and other implements.

Definition

The process of cleaning and sanitizing should include removal of hair from combs, brushes and other implements, and cleansing with appropriate disinfectant. Maintain sanitized implements in a sanitary state until needed.

Process/Skill Questions

- Who is responsible for maintaining implements in a sanitized state?
- What consequences may arise from the use of improperly sanitized implements?
- What is the correct way to store sanitized implements?

Task Number 45
Clean and sanitize electrical equipment.

Definition

The process of cleaning and sanitizing should include removal of hair and product from electrical equipment.

Process/Skill Questions

- Who is responsible for maintaining electrical equipment in a sanitized state?
- What consequences may arise from the use of improperly sanitized equipment?
- What safety issues should be considered when cleaning electrical equipment?

Task Number 46

Maintain salon equipment.

Definition

The process of cleaning and sanitizing should include removal of hair and product from salon equipment.

Process/Skill Questions

- Who is responsible for maintaining salon equipment in a sanitized state?
- What consequences may arise from the use of improperly maintained salon equipment?
- What safety issues should be considered when cleaning salon equipment?

Task Number 47

Clean and sanitize rollers, clips, perm rods, and perm trays.

Definition

The process of cleaning and sanitizing rollers, clips, perm rods and containers should include removal of hair, end wraps, and product.

Process/Skill Questions
• Who is responsible for maintaining rollers, clips, perm rods, and perm trays in a sanitized state?
• What consequences may arise from the use of improperly maintained salon equipment?
• What safety issues should be considered when cleaning salon equipment?

Task Number 48

Launder towels, capes, and smocks.

Definition

Students should learn the appropriate process for cleaning and sanitizing towels, capes, and smocks.

Process/Skill Questions

• Who is responsible for maintaining salon towels, capes, and smocks?
• What consequences may arise from the use of improperly maintained towels, capes, and smocks?
• What sanitary measures and safety issues should be considered when cleaning towels, capes, and smocks?

Task Number 49

Clean lounge, stock room, individual station, and shampoo area.

Definition

Students should learn appropriate process of cleaning the lounge, stock room, individual station, and shampoo area.

Process/Skill Questions

• Who is responsible for maintaining salon lounge, stock room, individual station, and shampoo area?
• What consequences may arise from the use of improperly maintained lounge, stock room, individual station, and shampoo area?
• What sanitary measures and safety issues should be considered when cleaning lounge, stock room, individual station, and shampoo area?

Exhibiting Professionalism and Workplace Ethics

Task Number 50

Demonstrate personal hygiene/dress code.

Definition

Personal hygiene/dress code should include attention to one's cleanliness and health and should reflect the ability to choose appropriate professional attire.

Process/Skill Questions

• Who is responsible for maintaining cleanliness and health in personal hygiene?
• What consequences may arise from the lack of personal hygiene?
• What should be considered when choosing appropriate professional attire?

Task Number 51

Demonstrate good posture and physical poise.

Definition

Demonstrating good posture and physical poise enhances one’s physical well-being.

Process/Skill Questions

• Why is good posture important?
• What consequences may arise from the lack of good posture?
• Why is physical poise important when dealing with customers/clients?

Task Number 52
Use effective communication skills.

Definition

Effective communication skills are necessary to interact with peers, instructors, and/or clients.

Process/Skill Questions

- Why are proper communication skills so important?
- What consequences may arise from poor communication skills?
- What should be considered when interacting with peers, instructors, and/or clients?

Task Number 53

Follow class policies.

Definition

The instructor's verbal and written class policies should be clearly understood by all students.

Process/Skill Questions

- What are the advantages of following class policies?
- What consequences may arise from not following class policies?

Shampooing and Conditioning Hair

Task Number 54

Apply towel and drape to client.

Definition

Application should include draping the client properly for a wet service.

Process/Skill Questions

- What is the importance of the towel?
- What are the different types of capes?
Task Number 55

Analyze client's scalp and hair for abnormal conditions.

Definition

Analysis should include an inspection of the client's scalp for infectious diseases and hair for abnormal conditions.

Process/Skill Questions

- What is the importance of recognizing hair and scalp disorders?
- How can you identify a contagious disorder?
- How can you distinguish a disorder from a disease?

Task Number 56

Brush hair in preparation for shampoo.

Definition

Brushing should include detangling the hair in preparation for a shampoo service.

Process/Skill Questions

- Where should you start to detangle hair?
- What are the proper implements to detangle various hair textures?

Task Number 57

Shampoo hair.

Definition

Shampooing hair involves

- selecting the proper water temperature
selecting the appropriate shampoo
using finger manipulations during shampoo service
cleansing and rinsing the hair properly.

**Process/Skill Questions**

- What shampoos should be used for various hair types?
- What is the importance of thoroughly brushing the hair prior to a shampoo service?
- Where should your fingers be placed to test the water temperature?
- What part of the fingers should be used in scalp manipulations?

---

**Task Number 58**

**Condition hair (i.e., penetrating rinse, hot oil treatment, and/or intensive conditioner).**

**Definition**

Conditioning hair should include

- selecting the proper conditioner
- using finger manipulations during conditioner application
- rinsing the hair properly.

**Process/Skill Questions**

- What is the appropriate conditioner to use for different types of hair?
- Why is it important to rinse the hair completely?
- How long should conditioner be left on the hair?

---

**Assisting With Permanent Wave**

**Task Number 59**

**Demonstrate pre- and post-service draping for a permanent wave.**

**Definition**

Demonstration should include
• draping the client
• setting up the station
• cleaning up after service using proper disposal procedures.

Process/Skill Questions

• What should you ask the client when draping?
• What are proper disposal procedures for chemicals?

Task Number 60

Demonstrate safety practices when working with all chemical services.

Definition

Student should demonstrate techniques used to keep client safe from any chemical reaction.

Process/Skill Questions

• When should a patch test be given?
• How should the client be draped during a chemical service?

Assisting With Chemical Relaxing and Soft-Curl Permanent

Task Number 61

Consult with client about possible scalp irritations.

Definition

Student should demonstrate

• knowledge of scalp abrasions
• knowledge of scalp irritations
• knowledge of scalp disorders
• knowledge of scalp diseases
• knowledge of treatment for each condition
• knowledge of how scalp conditions may affect relaxer treatment.

Process/Skill Questions

• What are scalp abrasions? What effect will scalp abrasions have on the relaxer treatment?
• What are scalp irritations? What effect will scalp irritations have on the relaxer treatment?
• What are scalp disorders? What effect will scalp disorders have on the relaxer treatment?
• What are scalp diseases? What effect will scalp diseases have on the relaxer treatment?

Task Number 62

Demonstrate pre- and post-service draping for chemical relaxing and soft-curl permanent.

Definition

Demonstration should include

• draping the client
• setting up the station
• cleaning up after service using proper disposal procedures.

Process/Skill Questions

• What is included when setting up the station?
• How might station setup differ among stylists?

Assisting With Hair Color Services

Task Number 63

Record client consultation information, including factors that may affect the services.

Definition
A record card should include name, address, telephone number, prior chemical services, a strand test, whole-head results, timing, and suggestions for next service.

**Process/Skill Questions**

- What should be included on a client record card?
- Why is it important to have a client record card?

---

**Task Number 64**

**Remove hair color from client’s skin.**

**Definition**

Student should be able to apply product to skin that is designed to diffuse pigment from skin.

**Process/Skill Questions**

- What product can be used to remove artificial color from skin?

---

**Caring for Skin, Hands, and Feet**

**Task Number 65**

**Demonstrate knowledge of abrasions, disorders, and diseases of skin, hands, and feet.**

**Definition**

Demonstration should include

- examining skin, hands, and feet
- identifying abrasions, disorders, and diseases.

**Process/Skill Questions**

- What disorders and diseases are most commonly found among salon clients?
- What precautions should be taken when examining skin, hands, and feet?
Task Number 66

Demonstrate pre- and post-service for skin, hands, and feet.

Definition

Demonstration should include

- sanitizing and disinfecting stations using proper safety precautions
- discarding and decontaminating single- and multi-use equipment, tools, and implements.

Process/Skill Questions

- What are the differences between sanitizing and disinfecting?
- When is it suitable to discard multi-use equipment?

Understanding Wigs, Extensions, and Hair Additions

Task Number 67

Differentiate between a human hair wig or hairpiece and a synthetic hair wig or hairpiece.

Definition

Differentiation should include

- examining the label or packaging of a wig or hairpiece
- determining whether it is made of human hair or synthetic hair.

Process/Skill Questions

- How does one determine whether a wig is human hair or synthetic hair?
- What are the benefits of a human hair wig or hairpiece? Synthetic?

Task Number 68
Shampoo a human hair wig or hairpiece.

Definition

When shampooing a human hair wig or hairpiece, the student should determine what type of human hair wig it is, how it was applied, and how often it is being worn. Detachable hairpieces are cleaned; hairpieces are shampooed.

Process/Skill Questions

- How is a human hair wig cleaned?
- How are human hair extensions shampooed?
- How are human hairpieces cleaned?
- What determines how often you shampoo or clean hair?
- What determines the method you use to shampoo or clean hair?

Task Number 69

Condition a human hair wig or hairpiece.

Definition

The student should demonstrate the use of conditioning treatments on human hair wigs and hairpieces after a shampoo service. The student should also detangle the wig/hairpiece and dry it with a towel.

Process/Skill Questions

- Why does a human hair wig or hairpiece need reconditioning after a shampoo service?
- Where is the human hair wig placed while performing the conditioning service?
- What type of conditioner is best for the service?
- How should the wig or hairpiece look after it has been reconditioned?

Managing the Salon

Task Number 70

Keep daily salon decontamination records.

Definition
Student should be able to discuss the process of good record keeping in accordance with local, state, and federal regulations.

**Process/Skill Questions**

- What is the importance of keeping accurate records?
- Where should you keep your records?
- How long do you need to keep an appointment book?
- How long do you need to keep daily sales slips?
- How long do you need to keep deposit slips?
- How long do you need to keep bank records?
- How long do you need to keep client records?

---

**Task Number 71**

**Keep tip record.**

**Definition**

Accurate tip records are required to calculate the total income of an employee. Record should include

- service performed
- date of service
- amount charged for service
- tip received.

**Process/Skill Questions**

- Why are accurate tip records required?
- Where should you keep your tip records?
- Is it necessary to claim tips on your tax forms?

---

**Task Number 72**

**Perform client-intake and check-out duties.**

**Definition**

Performance should include
• welcoming clients
• receiving payment
• answering phones
• scheduling appointments
• recommending products and services.

Process/Skill Questions

• What consequences may result from a failure to welcome clients?
• How should one go about recommending products and services?

Task Number 73

Maintain inventory.

Definition
Inventory should be maintained of all

• consumable products
• non-consumable products.

Process/Skill Questions

• Who should be in charge of inventory?
• How often should inventory be done?
• What role does an accurate inventory have in preparing a budget for the salon?

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Major Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Sanitize hands before and after every service.</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Demonstrate proper treatment of an injury to a client or to oneself.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Follow Occupational Safety and Health Administration (OSHA) guidelines for sanitizing and disinfecting implements after a blood spill.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.14</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>42</td>
<td>Demonstrate proper procedures for attending to client wound, soaking implements in appropriate disinfectant, disinfecting and sanitizing work area, and disposing of towels and swabs.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Demonstrate decontaminating procedures and universal precautions.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Clean and sanitize combs, brushes, and other implements.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Clean and sanitize electrical equipment.</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Maintain salon equipment.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Clean and sanitize rollers, clips, perm rods, and perm trays.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Launder towels, capes, and smocks.</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Clean lounge, stock room, individual station, and shampoo area.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Demonstrate personal hygiene/dress code.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Demonstrate good posture and physical poise.</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Use effective communication skills.</td>
<td>History and Social Science: GOVT.1, VUS.1, WG.1, WHI.1, WHII.1</td>
</tr>
<tr>
<td>53</td>
<td>Follow class policies.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>54</td>
<td>Apply towel and drape to client.</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Analyze client's scalp and hair for abnormal conditions.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Brush hair in preparation for shampoo.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Shampoo hair.</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Condition hair (i.e., penetrating rinse, hot oil treatment, and/or intensive conditioner).</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Demonstrate pre- and post-service draping for a permanent wave.</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Demonstrate safety practices when working with all chemical services.</td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td>61</td>
<td>Consult with client about possible scalp irritations.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Demonstrate pre- and post-service draping for chemical relaxing and soft-curl permanent.</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Record client consultation information, including factors that may affect the services.</td>
<td>English: 10.6, 11.6</td>
</tr>
<tr>
<td>64</td>
<td>Remove hair color from client’s skin.</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Demonstrate knowledge of abrasions, disorders, and diseases of skin, hands, and feet.</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Demonstrate pre- and post-service for skin, hands, and feet.</td>
<td>English: 10.5, 11.5</td>
</tr>
</tbody>
</table>
Differentiate between a human hair wig or hairpiece and a synthetic hair wig or hairpiece.

Shampoo a human hair wig or hairpiece.

Condition a human hair wig or hairpiece.

Keep daily salon decontamination records.

Keep tip record.

Perform client-intake and check-out duties.

Maintain inventory.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>Differentiate between a human hair wig or hairpiece and a synthetic hair wig or hairpiece.</td>
</tr>
<tr>
<td>68</td>
<td>Shampoo a human hair wig or hairpiece.</td>
</tr>
<tr>
<td>69</td>
<td>Condition a human hair wig or hairpiece.</td>
</tr>
<tr>
<td>70</td>
<td>Keep daily salon decontamination records.</td>
</tr>
<tr>
<td>71</td>
<td>Keep tip record.</td>
</tr>
<tr>
<td>72</td>
<td>Perform client-intake and check-out duties.</td>
</tr>
<tr>
<td>73</td>
<td>Maintain inventory.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English: 10.5, 11.5</td>
</tr>
<tr>
<td></td>
<td>Mathematics: A.1, A.4, A.5</td>
</tr>
<tr>
<td></td>
<td>Mathematics: A.1</td>
</tr>
</tbody>
</table>

**Customer Service Infusion Units**

Customer Service Infusion Units (CSIU) were designed to be infused with designated CTE courses to help students in those programs achieve additional, focused, validated tasks/competencies in customer service. These units are not mandatory, and, as such, the tasks/competencies are marked as "optional," to be taught at the instructor's discretion. Teachers can find the infusion/unit in the course listing.

**Entrepreneurship Infusion Units**

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.” Teachers can find the infusion/unit in the course listing.
Appendix: Credentials and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

<table>
<thead>
<tr>
<th>Career Cluster: Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pathway</strong></td>
</tr>
<tr>
<td>Personal Care Services</td>
</tr>
</tbody>
</table>