Cosmetology II
(Two-year Program)

8746 36 weeks / 420 hours

Table of Contents

Acknowledgments......................................................................................................................................... 1
Course Description........................................................................................................................................ 2
Task Essentials List....................................................................................................................................... 3
Curriculum Framework................................................................................................................................. 7
Demonstrating Safety, Sanitation, and Disease Control ............................................................................... 7
Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities........................................ 11
Gathering Client's History........................................................................................................................... 14
Cutting Hair ................................................................................................................................................ 15
Performing a Permanent Wave ................................................................................................................... 15
Performing Soft-Curl Permanent ................................................................................................................ 16
Performing Chemical Relaxing..................................................................................................................... 19
Lightening and Coloring Hair..................................................................................................................... 22
Caring for Skin, Hands, and Feet ................................................................................................................ 27
Performing Artistry of Wigs and Hair Additions........................................................................................ 33
Managing the Salon .................................................................................................................................... 35
SOL Correlation by Task............................................................................................................................... 40
Appendix: Credentials, Course Sequences, and Career Cluster Information ............................................. 43

Acknowledgments

This 2016 edition of the task list for Cosmetology was validated by a technical panel:

Julie Anderson, Cosmetology Teacher, Pulaski County Senior High School, Pulaski County Public Schools
Stephen Kirschner, Regulatory Operations Administrator, Board for Barbers and Cosmetology, Virginia Department of Professional and Occupational Regulation
Margaret LaPierre, Vice-Chair, Board for Barbers and Cosmetology, Virginia Department of Professional and Occupational Regulation
Demetrios Melis, Board Executive Director, Board for Barbers and Cosmetology, Virginia Department of Professional and Occupational Regulation
Joyce Price, Cosmetology Teacher, Blacksburg High School, Montgomery County Public Schools
Lonnie Quesenberry, Board Chair, Board for Barbers and Cosmetology, Virginia Department of Professional and Occupational Regulation
Crystal Taylor, Cosmetology Teacher, The Pruden Center for Industry and Technology

The following persons served on the Cosmetology curriculum development team:

Julie Anderson, Cosmetology Teacher, Pulaski County Senior High School, Pulaski County Public Schools
Patricia Butler, Powhatan High School, Powhatan County 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
Nettie Nash, Northern Neck Technical Center
Joyce Price, Cosmetology Teacher, Blacksburg High School, Montgomery County Public Schools
Michelle Sykes, New Horizons Career and Technical Center (Woodside Campus)
Crystal Taylor, Cosmetology Teacher, The Pruden Center for Industry and Technology
Wayne White, Chantilly Governor's STEM Academy, Fairfax County Public Schools

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

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

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

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

Copyright © 2017

Course Description

Suggested Grade Level: 11 or 12
Prerequisite: 8745
In this continuing course, students build on their theoretical foundation of general sciences and practices in cosmetology to increase proficiency in hair cutting and styling on live models, with attention to professionalism, client consultation, safety, and infection control. Students are trained in safe chemical processes related to permanent waves, relaxers, lightening, and coloring hair. In addition, students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. Students will be introduced to a business management unit with a focus on managing the salon.

Cosmetology students must satisfy a minimum of 840 hours of instruction in a two- or three-year coherent sequence of courses to be eligible to take the Board for Barbers and Cosmetology licensing examination. Upon successful completion of the program, students may earn the Virginia Board for Barbers and Cosmetology license. For more information, see Superintendent’s Memo 075-16 and Superintendent’s Memo 072-17.

As noted in Superintendent's Memo #058-17 (2-28-2017), this Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. The 2016-2018 biennial budget waiver of the teacher-to-pupil ratio staffing requirement does not apply.

## 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>39</td>
<td>Sanitize hands before and after every service.</td>
</tr>
<tr>
<td>40</td>
<td>Demonstrate standard treatment of an injury to a client and to oneself.</td>
</tr>
<tr>
<td>41</td>
<td>Follow Occupational Safety and Health Administration (OSHA) guidelines for sanitizing and disinfecting implements after exposure to blood.</td>
</tr>
<tr>
<td>42</td>
<td>Identify the components of a safety data sheet (SDS).</td>
</tr>
<tr>
<td>43</td>
<td>Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.</td>
</tr>
<tr>
<td>Task Number</td>
<td>Tasks/Competencies</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>44</td>
<td>Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and Acquired Immune Deficiency Syndrome (AIDS).</td>
</tr>
<tr>
<td>45</td>
<td>Demonstrate safety practices when working with all chemicals.</td>
</tr>
</tbody>
</table>

**Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>Sanitize and disinfect combs, brushes, shears, and other implements.</td>
</tr>
<tr>
<td>47</td>
<td>Sanitize and disinfect electrical equipment.</td>
</tr>
<tr>
<td>48</td>
<td>Maintain salon equipment.</td>
</tr>
<tr>
<td>49</td>
<td>Sanitize rollers, clips, perm rods, and perm trays.</td>
</tr>
<tr>
<td>50</td>
<td>Launder towels, capes, and smocks.</td>
</tr>
<tr>
<td>51</td>
<td>Sanitize and disinfect work areas.</td>
</tr>
</tbody>
</table>

**Gathering Client's History**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>List client's personal information and factors that could affect the service.</td>
</tr>
<tr>
<td>53</td>
<td>Record client's medical history to ensure client's health and safety.</td>
</tr>
</tbody>
</table>

**Cutting Hair**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>Perform advanced haircutting techniques.</td>
</tr>
</tbody>
</table>

**Performing a Permanent Wave**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>Consult with client regarding a permanent wave.</td>
</tr>
<tr>
<td>56</td>
<td>Analyze hair and scalp condition.</td>
</tr>
<tr>
<td>57</td>
<td>Perform a preliminary strand test for a permanent wave.</td>
</tr>
</tbody>
</table>

**Performing Soft-Curl Permanent**
<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>Select rod type for desired result.</td>
</tr>
<tr>
<td>59</td>
<td>Select wrap method, sectioning pattern (single halo, double halo, straight back, piggyback, style wrap, or others) using appropriate tension and based on desired results.</td>
</tr>
<tr>
<td>60</td>
<td>Give soft-curl permanent according to manufacturer's guidelines.</td>
</tr>
<tr>
<td>61</td>
<td>Complete client record card for chemical services.</td>
</tr>
</tbody>
</table>

**Performing Chemical Relaxing**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>Identify straightening techniques and chemical straightening products.</td>
</tr>
<tr>
<td>63</td>
<td>Analyze hair prior to straightening it.</td>
</tr>
<tr>
<td>64</td>
<td>Examine scalp.</td>
</tr>
<tr>
<td>65</td>
<td>Consult with client about prior chemical relaxers used.</td>
</tr>
<tr>
<td>66</td>
<td>Select correct chemical.</td>
</tr>
<tr>
<td>67</td>
<td>Apply relaxer.</td>
</tr>
<tr>
<td>68</td>
<td>Complete client record card for chemical services.</td>
</tr>
</tbody>
</table>

**Lightening and Coloring Hair**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>Consult with client regarding previous chemical use.</td>
</tr>
<tr>
<td>70</td>
<td>Formulate desired color for client.</td>
</tr>
<tr>
<td>71</td>
<td>Select appropriate strength of developer for desired results.</td>
</tr>
<tr>
<td>72</td>
<td>Apply first-time (virgin) lightener.</td>
</tr>
<tr>
<td>73</td>
<td>Apply lightening retouch.</td>
</tr>
<tr>
<td>74</td>
<td>Apply first time (virgin) permanent tint to hair.</td>
</tr>
<tr>
<td>Task Number</td>
<td>Tasks/Competencies</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>75</td>
<td>Apply permanent tint retouch.</td>
</tr>
<tr>
<td>76</td>
<td>Demonstrate special hair color effects.</td>
</tr>
<tr>
<td>77</td>
<td>Tint beard and mustache.</td>
</tr>
<tr>
<td>78</td>
<td>Perform corrective color services.</td>
</tr>
<tr>
<td>79</td>
<td>Remove unwanted hair.</td>
</tr>
<tr>
<td>80</td>
<td>Perform advanced facials.</td>
</tr>
<tr>
<td>81</td>
<td>Apply facial makeup, using properly sanitized or disposable applicators.</td>
</tr>
<tr>
<td>82</td>
<td>Apply eyelashes.</td>
</tr>
<tr>
<td>83</td>
<td>Apply lash and brow tint.</td>
</tr>
<tr>
<td>84</td>
<td>Demonstrate removal of artificial nails.</td>
</tr>
<tr>
<td>85</td>
<td>Demonstrate artificial nail techniques.</td>
</tr>
<tr>
<td>86</td>
<td>Identify the differences of human hair versus synthetic hair.</td>
</tr>
<tr>
<td>87</td>
<td>What type of hair should not have heat applied? What results are achieved through the burning test?</td>
</tr>
<tr>
<td>88</td>
<td>Assist client in selecting or caring for hair enhancements.</td>
</tr>
<tr>
<td>89</td>
<td>Demonstrate how to order a custom-made wig or hairpiece.</td>
</tr>
<tr>
<td>90</td>
<td>Identify local, state, and federal regulations for operating a business.</td>
</tr>
<tr>
<td>Task Number</td>
<td>8746</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>91</td>
<td>☐</td>
</tr>
<tr>
<td>92</td>
<td>☐</td>
</tr>
<tr>
<td>93</td>
<td>☐</td>
</tr>
<tr>
<td>94</td>
<td>☐</td>
</tr>
<tr>
<td>95</td>
<td>☐</td>
</tr>
<tr>
<td>96</td>
<td>☐</td>
</tr>
<tr>
<td>97</td>
<td>☐</td>
</tr>
<tr>
<td>98</td>
<td>☐</td>
</tr>
<tr>
<td>99</td>
<td>☐</td>
</tr>
</tbody>
</table>

Legend: ☐Essential ☐Non-essential ☐Omitted

**Curriculum Framework**

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

**Task Number 39**

Sanitize hands before and after every service.

**Definition**

Sanitization should include

- wetting your hands with warm water
• using liquid soap or antibacterial soap
• scrubbing your hands together and working up a good lather for 15 to 20 seconds
• paying attention to areas between fingers, nails, and both sides of the hands
• rinsing your hands well with warm water
• drying your hands either using a disposable towel or an air blower.

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 standard treatment of an injury to a client and to oneself.

Definition

Demonstration for treatment of the following injuries should be covered:

• bleeding and wounds
• burns
• choking
• fainting
• eye injury

Process/Skill Questions

• What steps should the employee follow to treat an injury?
• What steps should the employee follow to report an injury?

Task Number 41

Follow Occupational Safety and Health Administration (OSHA) guidelines for sanitizing and disinfecting implements after exposure to blood.
Definition

Following guidelines should include

- National Interstate Board of Cosmetology (NIC) Health and Safety Standards Blood Spill Procedure
- procedures to ensure safety to both the students and clients.

Process/Skill Questions

- What dangers are associated with blood spills?
- What are the steps for disinfecting an area after a blood spill?

Task Number 42

Identify the components of a safety data sheet (SDS).

Definition

Identification should include

- ingredients of product
- hazards
- storage
- exposure control
- handling
- treatment.

Process/Skill Questions

- Why is the SDS important?
- Where is the SDS located in the classroom? In the salon?
- Why is storage an important component of the SDS?

Task Number 43

Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.
Definition

Demonstration should include following sanitation and disinfection guidelines and procedures

- soaking implements in appropriate disinfectant
- disinfecting and sanitizing work area
- properly disposing of towels and swabs.

Process/Skill Questions

- What are the different types of disinfectants and how are they used?
- What is the difference between a disinfectant and an antiseptic?
- Why is it important to dispose of soiled towels correctly?

Task Number 44

Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and Acquired Immune Deficiency Syndrome (AIDS).

Definition

Demonstration of knowledge should include

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

Process/Skill Questions

- Why do employees need blood-borne pathogen training?
- What is hepatitis C?
- What is AIDS?
- What steps can an employee take to reduce risk of exposure to blood-borne pathogens?

Task Number 45
Demonstrate safety practices when working with all chemicals.

Definition

Demonstration should include

- washing and sanitizing hands before and after every service
- reading and following manufacturer's directions for products being used
- wearing protective gloves when necessary
- removing products completely from skin of employee and client
- keeping chemicals properly secured.

Process/Skill Questions

- Why is it important to read manufacturer's directions before using a product?
- What are some ways to remove products from the skin?
- What should be done if a client has an allergic reaction to a product?

Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities

Task Number 46

Sanitize and disinfect combs, brushes, shears, and other implements.

Definition

Sanitizing and disinfecting should include the following steps:

- Remove hair from combs, brushes, and other implements.
- Cleanse implements with soap and water.
- Disinfect implements.

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 47

Sanitize and disinfect electrical equipment.

Definition

Sanitizing and disinfecting should include

- removing hair and product from electrical equipment
- using appropriate disinfectant.

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 48

Maintain salon equipment.

Definition

Maintenance of salon equipment (e.g., styling chairs, shampoo station, manicure station, pedicure spa, styling station) should include

- regular cleaning
- inspection for safety and proper working order.

Process/Skill Questions

- Who is responsible for maintaining salon equipment?
- What consequences may arise from the use of improperly maintained salon equipment?
- What safety issues should be considered when cleaning salon equipment?
Sanitize rollers, clips, perm rods, and perm trays.

Definition

Sanitizing should include removal of hair, end wraps, and product from implements.

Process/Skill Questions

- Who is responsible for maintaining rollers, clips, rods, and containers in a sanitized state?
- What consequences may arise from the use of improperly maintained rollers, clips, rods, and containers?
- What safety issues should be considered when cleaning rollers, clips, rods, and containers?

Task Number 50

Launder towels, capes, and smocks.

Definition

Laundering should include washing in hot water and detergent, with bleach or another disinfectant added to the rinse water.

Process/Skill Questions

- What is the difference between a cape and a smock? For what procedures is each one used?
- Who is responsible for maintaining salon towels, capes, and smocks?

Task Number 51

Sanitize and disinfect work areas.

Definition

Sanitization should include, but is not limited to

- using Environmental Protection Agency (EPA) registered sanitation chemicals
- washing surfaces after each use
• removing dust and dirt from areas
• disposing of regular and hazardous waste in proper containers

for the appropriate process of sanitizing the lounge, stock room, individual station, and shampoo area.

Process/Skill Questions

• Why is it important to keep all work areas clean?
• Who is responsible for maintaining work areas?
• What safety issues should be considered when cleaning work areas?

Gathering Client's History

Task Number 52

List client's personal information and factors that could affect the service.

Definition

List should include

• client's name, address, e-mail, and phone number on a record card after consultation
• client's lifestyle (athletic, professional consultant, daycare teacher, stay-at-home mom).

Process/Skill Questions

• Why is it important to know about the client's lifestyle?
• What other information can be put on the record card after the service is performed?

Task Number 53

Record client's medical history to ensure client's health and safety.

Definition

Record should include
- past history of skin sensitivities and reactions to skin care products
- pertinent medical history (e.g., high blood pressure, allergies, medications).

**Process/Skill Questions**

- Why is it important to ask about medications during the consultation?
- What other questions would be asked when performing a chemical service?

**Cutting Hair**

**Task Number 54**

**Perform advanced haircutting techniques.**

**Definition**

Performance should include the application of all learned techniques to create a variety of effects and styles.

**Process/Skill Questions**

- What elevations are used when creating an asymmetrical hair style?
- What are other examples of advanced hair styles?

**Performing a Permanent Wave**

**Task Number 55**

**Consult with client regarding a permanent wave.**

**Definition**

Consultation should include

- client's personal information
- description of hair's length, texture, type, and porosity
- condition of hair
- type of permanent wave
- result of permanent wave.

**Process/Skill Questions**
What is meant by *reflective listening*? Why is it so important to keep accurate records when performing a chemical service?

---

**Task Number 56**

**Analyze hair and scalp condition.**

**Definition**

Analysis should include the physical properties (e.g., elasticity, porosity, texture, density, growth pattern) of the client's hair and the condition of the scalp.

**Process/Skill Questions**

- What scalp conditions would prevent the permanent wave service?
- How should the cosmetologist determine the type of permanent wave to be used?

---

**Task Number 57**

**Perform a preliminary strand test for a permanent wave.**

**Definition**

Performance should include

- wrapping one rod in each area of the head (i.e., top, side, nape)
- applying cotton
- processing according to manufacturer's directions
- performing a test curl.

**Process/Skill Questions**

- What is the purpose of a strand test?
- What product should be used to perform the test?
- What information can be obtained from performing a strand test?

---

**Performing Soft-Curl Permanent**
Task Number 58

Select rod type for desired result.

Definition
Student should demonstrate a working knowledge of selecting rod size for a soft-curl permanent.

Process/Skill Questions
- What determines the size of the rod used?
- How many times should the hair encircle the rod?
- Why is it necessary to use a rod at least two times larger than the natural curl?

Task Number 59

Select wrap method, sectioning pattern (single halo, double halo, straight back, piggyback, style wrap, or others) using appropriate tension and based on desired results.

Definition
Student should demonstrate the knowledge of
- how to select the wrap method
- how to select the sectioning pattern
- how to determine the amount of tension used for wrapping a soft-curl perm.

Process/Skill Questions
- What are the different wrap methods?
- What are the different types of sectioning patterns?
- What effect does the amount of tension have on the hair?

Task Number 60
Give soft-curl permanent according to manufacturer's guidelines.

Definition

Student should follow these steps:

- Read manufacturer's directions.
- Examine scalp.
- Shampoo and rinse thoroughly.
- Remove tangles.
- Part hair into sections (4 or 5).
- Wear gloves.
- Apply gel or cream.
- Comb gel or cream through the entire head first with a wide tooth comb, then a small tooth comb.
- Rinse with tepid water.
- Section hair into 8 or 9 sections, subsectioning as you wrap.
- Wrap on desired rods.
- Place cotton around hairline.
- Apply gel or cream.
- Cover with plastic cap.
- Put client under dryer or as directed by manufacturer’s directions.
- Take test curl.
- Rinse hair again.
- Use prepared neutralizer as directed by the manufacturer.
- Remove rods.
- Rinse hair with warm water.

Process/Skill Questions

- Why is each step of the soft-curl perm process necessary?

Task Number 61

Complete client record card for chemical services.

Definition

Student should record the consultation information and any difficulties encountered. All analysis notes, strand test information, results, timing, and suggestions for future services should be included on the record card.
Process/Skill Questions

- Why should the record card include complete information about the client?
- Why is it important to record all analysis notes, strand test information, results, and timing?
- Why should suggestions for future services be recorded?

Performing Chemical Relaxing

Task Number 62

Identify straightening techniques and chemical straightening products.

Definition

Identification could include various types of straightening services

- Keratin straightening/smoothing treatments
- Japanese thermal straightening.

Process/Skill Questions

- What are the advantages and disadvantages of using current straighteners?
- Can these products be used with other straightening services? Why, or why not?

Task Number 63

Analyze hair prior to straightening it.

Definition

Analysis should include

- testing for porosity
- testing for texture
- determining density
- testing for elasticity
- defining growth pattern.
Process/Skill Questions

- What procedure is used to test for porosity?
- What procedure is used to find the growth pattern of a client's hair?
- Why is testing for elasticity important before performing a chemical service?

Task Number 64

Examine scalp.

Definition

Examination should include checking for

- scalp abrasions
- scalp irritations
- scalp disorders
- scalp diseases.

Process/Skill Questions

- What should be done if scalp abrasions are found in the examination?
- What is meant by a normal, tight, or flexible scalp condition? How will the scalp analysis change for each condition?

Task Number 65

Consult with client about prior chemical relaxers used.

Definition

Consultation should gather information about the client's past chemical history and desired results.

Process/Skill Questions

- Why is it necessary to know the client's past chemical history?
- What kinds of communication skills are needed for a successful client consultation?
**Task Number 66**

**Select correct chemical.**

**Definition**

Selection should include knowledge of

- hydroxide relaxer
- ammonium thioglycolate relaxer.

**Process/Skill Questions**

- What is the difference between a virgin relaxer and a retouch relaxer?
- What are normalizing solutions? Why are they used?

**Task Number 67**

**Apply relaxer.**

**Definition**

Application should be performed according to manufacturer's directions and should include the following guidelines:

- Read and follow manufacturer's directions for the application of a chemical relaxer.
- Apply relaxer to hair shaft.
- Perform periodic strand test.
- Rinse relaxer from hair with cool water with a steady flow of water away from the scalp.
- Shampoo hair with a neutralizing shampoo as directed by the manufacturer's directions.
- Recondition the hair.
- Towel dry the hair.
- Re-examine the scalp.
- Style as desired by client.

**Process/Skill Questions**

- Why is it important to read and follow the manufacturer’s directions for the application of a chemical relaxer?
- How is relaxer applied to the hair?
- Why should the scalp be re-examined?
Task Number 68

Complete client record card for chemical services.

Definition

Completion should include

- consultation information
- difficulties encountered
- analysis notes
- strand test information
- results
- timing
- suggestions for future services.

Process/Skill Questions

- What is a client release form? Why is it important?
- What are the different types of strand tests? What does each test analyze?

Lightening and Coloring Hair

Task Number 69

Consult with client regarding previous chemical use.

Definition

Consultation should include

- information about the client's past chemical use
- desired results from this service
- visual aids.

Process/Skill Questions

- How can visual aids be used effectively during the consultation?
- What kind of communication skills are needed for a successful client consultation?
Task Number 70

Formulate desired color for client.

Definition

Formulation should include knowing the

- natural hair color
- target haircolor
- level and tone
- contributing pigment
- type of haircolor product.

Process/Skill Questions

- What techniques could be of assistance in selecting the client's desired haircolor?
- What is the difference between hair color and haircolor?
- Why is the contributing pigment important?

Task Number 71

Select appropriate strength of developer for desired results.

Definition

Selection should include

- use of cream or liquid developer
- appropriate strength of developer for desired results.

Process/Skill Questions

- When is a liquid developer used?
- When is a cream developer used?
- How is the strength of developer determined?

Task Number 72
Apply first-time (virgin) lightener.

Definition

Application should include the following steps:

- Clean and sanitize implements and work area.
- Read manufacturer's directions.
- Apply lightener to 1/2 inch from scalp, up to but not including the last inch.
- Apply near the scalp ends with fresh lightener.
- Test for lightening action.
- Rinse lightener from hair with cool water.
- Shampoo hair with acid-balanced shampoo.
- Recondition hair.
- Towel dry hair.
- Reexamine the scalp and hair.
- Apply toner if necessary.

Process/Skill Questions

- Why is it important to read manufacturer's directions?
- How is desired lightening tested?
- What is an acid-balanced shampoo, and why is it used?
- Why is reconditioning needed?
- What is the purpose of towel drying the hair?
- What is being looked for when reexamining the hair?
- What is toner, and when is it necessary to use it?
- How are implements cleaned and sanitized?

Task Number 73

Apply lightening retouch.

Definition

Application should include the following steps:

- Clean and sanitize implements and work area.
- Read manufacturer's directions.
- Apply lightener to new growth of hair shaft.
- Test for lightening results to match previously lightened hair.
- Rinse lightener from hair with cool water.
• Shampoo hair with acid-balanced shampoo.
• Recondition hair.
• Towel dry hair.
• Reexamine the scalp and hair.
• Apply toner, if necessary.

Process/Skill Questions

• What is the line of demarcation?
• Why is it important to lighten the new growth first?
• Why are cream lighteners generally used?

Task Number 74

Apply first time (virgin) permanent tint to hair.

Definition

Application should include the following steps:

• Follow manufacturer's directions.
• Apply tint to 1/2 inch from scalp, but not including the last inch.
• Apply on the scalp and ends with fresh tint.
• Strand test for desired results.
• Rinse color from hair with cool water.
• Shampoo hair with acid-balanced shampoo.
• Recondition hair.
• Remove stains from skin.
• Towel dry hair.
• Re-examine the scalp and hair.
• Clean and sanitize implements and work area.

Process/Skill Questions

• What volume of peroxide should be used? Why?
• What is meant by single-process haircoloring?

Task Number 75

Apply permanent tint retouch.
Definition

Application should include the following steps:

- Follow manufacturer's directions.
- Apply permanent tint to regrowth.
- Perform a strand test for desired results.
- Rinse color from hair with cool water.
- Shampoo hair with acid-balanced shampoo.
- Recondition hair.
- Remove stains from skin.
- Towel dry hair.
- Re-examine the scalp and hair.
- Clean and sanitize implements and work area.

Process/Skill Questions

- Why is it important to only apply the tint on the new growth? What can happen if the tint is applied to previously tinted hair?
- What can be done to refresh faded ends?

Task Number 76

Demonstrate special hair color effects.

Definition

Demonstration should include special effect highlighting.

Task Number 77

Tint beard and mustache.

Definition

Student should

- read manufacturer's directions for beard and mustache tint
- place client in reclining position
- apply protective cream
- apply tint to mustache and beard
• shampoo color from mustache and beard
• remove stains from skin
• soothe skin with lotion or cream
• clean and sanitize work area.

Process/Skill Questions

• Why are the manufacturer's directions important?
• Why is the client seated in a reclining position?
• What is the purpose of protective cream?
• How is tint applied?
• Why is it important to shampoo color from beard and mustache?
• How are stains removed?
• When is it necessary to use a soothing lotion?
• How is the work area cleaned and sanitized?

---

Task Number 78

Perform corrective color services.

Definition

The student should

• establish the true color problem (tone and level)
• establish the cause of the problem (products used)
• establish the most suitable remedy for the client
• strand test for accuracy
• fill out record card.

Process/Skill Questions

• How and why do you need to identify the true color problem?
• Why is it important to know what caused the problem?
• How do you determine the most suitable remedy for the client?
• Why is it necessary to do a strand test before the application of corrective color?
• Why is it important to have a record card?

---

Caring for Skin, Hands, and Feet

Task Number 79
Remove unwanted hair.

Definition

Removal should include

- permanent
  - electrolysis
  - photo-epilation
  - laser
- temporary
  - shaving
  - tweezing
  - depilatories
  - waxing.

Process/Skill Questions

- When should electrolysis be used on a client?
- What is the procedure for tweezing hair?
- What safety precautions should be use when working with hot wax? Electrolysis?

Related Standards of Learning

Science

CH.1b
The student will investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data. Key concepts include
b. safe use of chemicals and equipment;

Task Number 80

Perform advanced facials.

Definition

Performance should include

- administering special treatment serums
- using aromatherapy
- applying paraffin masks
- identifying anatomy of the face
analyzing skin type for product selection
• demonstrating advanced facial manipulations.

Process/Skill Questions

• How do you determine the client’s skin type when using special treatment serums?
• How do you decide when to use specialty products?

Task Number 81

Apply facial makeup, using properly sanitized or disposable applicators.

Definition

Application should include the following steps:

• Use sanitized or disposable applicators.
• Apply foundation.
• Apply face powder.
• Apply cheek color.
• Apply corrective makeup, if necessary.
• Apply eye color.
• Apply eyeliner.
• Apply eyebrow makeup.
• Apply mascara.
• Apply lip color.
• Sanitize and disinfect work area.

Process/Skill Questions

• Why is face powder applied after foundation?
• What determines where to apply cheek color?
• What is corrective makeup?
• Why is it necessary to sanitize and disinfect the work area?

Task Number 82

Apply eyelashes.
Definition

The student should

- set up all required supplies and sanitized implements
- remove client's make-up and have client remove contact lenses
- brush client's eyelashes
- discuss length and fullness of lashes with client
- remove lashes from package
- follow manufacturer's directions
- clean and sanitize work area.

Process/Skill Questions

- What are the required supplies and sanitized implements needed to apply artificial lashes?
- Why do you start with upper lashes?
- Where do you stand when applying artificial lashes?

Task Number 83

Apply lash and brow tint.

Definition

Application should include determining appropriate products to use.

Process/Skill Questions

- How do you know the appropriate product is to use?
- What is the appropriate application technique?

Task Number 84

Demonstrate removal of artificial nails.

Definition

Demonstration should include the following steps:

- Wash and sanitize hands.
• Soak nails in an approved solvent (e.g., acetone) specified by the manufacturer.
• Use orangewood stick, and gently push off softened acrylic nail.
• Repeat until all acrylic has been removed.
• Do not remove acrylic with nippers as this will damage the nail plate.

Process/Skill Questions

• How long should you soak nails in acetone?
• Why is the orangewood stick used to push off acrylic?
• What type of follow-up care/instructions is the client given?

Task Number 85

Demonstrate artificial nail techniques.

Definition

Demonstration for sculptured nails should include the following steps:

• Give plain manicure up to, but not including, application of polish
• Roughen nail slightly with emery board
• Dust the nail bed with a cosmetic brush or cotton swab
• Apply approved nail primer to surface of nail with a brush according to manufacturer’s instructions
• Peel nail form from its paper backing and, using the thumb and index finger of each hand, bend the tip to the desired nail shape
• Dip brush into liquid mixture, wipe excess material on side of bowl, and immediately dip the tip of brush into powder, rotating it slightly as you draw it toward yourself to form a smooth ball of acrylic
• Place the ball of acrylic on the tip of the free edge of the nail; form the new acrylic tip of the nail by dabbing and pressing material with the base of brush
• Pick up additional acrylic material and place at the center of the nail, shaping with brush
• Allow nails to dry and remove nail forms
• File a new nail to desired shape and then buff nails until entire surface is smooth
• Wash the nails thoroughly and allow them to dry
• Apply a base coat, polish, topcoat, and sealer.

Demonstration for tip application should include the following steps:

• Clean the nails, removing excess polish.
• Push back the cuticle.
• Remove the cuticle tissue from the nail plate.
• Buff lightly over the nail plate.
• Apply nail dehydrator.
• Choose proper size tips.
• Apply adhesive to the nail plate or to the well of the tip.
• Slide tip onto the client's natural nail, using stop, rock, and hold method.
• Trim the nail tip to the desired length.
• Blend the tip into the natural nail.
• Shape the nail.

Demonstration for nail wrap should include the following steps for each nail:

• Remove existing polish.
• Push back cuticle.
• Lightly buff the nail plate.
• Dehydrate nail plate.
• Apply nail tips, if necessary.
• Cut the wrapping material to fit the nail.
• Apply resin over entire surface of the nail.
• Trim away excess material.
• Apply nail resin.
• Lightly file nail.
• Apply one or two more coats of resin.
• Apply nail oil and buff.

Demonstration for UV gel should include the following steps:

• Clean the nail, and remove the polish.
• Buff the nail to remove shine.
• Remove dust.
• Apply tip, if necessary.
• Apply bonding or priming material according to manufacturer's directions.
• Cure the bonding gel according to manufacturer's directions.
• Gently brush UV gel onto the fingernail surface, including the free edge.
• Properly position the hand in the UV lamp for the required cure time.
• Repeat the gel application and curing.
• Apply third layer, if needed.
• Remove any tacky residue with a manufacturer's cleanser.
• Refine the surface contour.
• Remove dust and filings.
• Remove oils.
• Apply UV gel polish cure.
• Apply second coat and cure.

Process/Skill Questions

• What is the purpose of artificial nails?
• What are the different types of artificial nails?
• Why is it important to examine the nails before any artificial nail service?
• What is the stop, rock, and hold method when applying nail tips?
• What safety precautions should be used when working with artificial nails?

Performing Artistry of Wigs and Hair Additions

Task Number 86

Identify the differences of human hair versus synthetic hair.

Definition

Identification could include

• quality and costs
• advantages vs. disadvantages
• burning hair strand test.

Process/Skill Questions

• What type of hair should not have heat applied?
• What results are achieved through the burning test?

Task Number 87

What type of hair should not have heat applied? What results are achieved through the burning test?

Definition

Analysis should include determining if

• bonding
• sewing
• braiding
• placing
is the suitable method of applying hair enhancements to a client's hair.

Process/Skill Questions

- What should be included in a hair and scalp analysis?
- What determines the suitable method for applying artificial hair?
- What are the four basic methods of applying artificial hair?

Task Number 88

Assist client in selecting or caring for hair enhancements.

Definition

Assistance should include helping the client select an appropriate wig or hairpiece.

Process/Skill Questions

- What is the difference between a wig and a hairpiece?
- When should a wig be chosen?
- When should a hairpiece be chosen?
- What are some factors that will aid the client in the selection of an artificial hairpiece?
- What various types of wigs are available to clients?
- What various types of hairpieces are available to clients?

Task Number 89

Demonstrate how to order a custom-made wig or hairpiece.

Definition

Order should include certainty that the custom-made wig is accurately measured and designed to meet the needs of the individual client before it is ordered.

Process/Skill Questions

- What is a custom-made wig?
- What area of the client's head should be measured?
- What are the two basic types of wigs?
- What determines the type of wig that should be ordered for the client?
Managing the Salon

Task Number 90

Identify local, state, and federal regulations for operating a business.

Definition

Identification should include the varying regulations within the local, state, and federal regulations for operating a business.

Process/Skill Questions

- What jurisdiction does the locality have over the regulation for operating a business?
- What jurisdiction does the state have over the regulation for operating a business?
- What jurisdiction does the federal government have over the regulation for operating a business?
- What role does the Internal Revenue Service (IRS) play in business operations?
- What is OSHA, and what role does it play in operating a business? Who regulates OSHA?
- What is workers' compensation? Who regulates workers' compensation?

Task Number 91

Explain the procedure for obtaining a lease or purchasing a building.

Definition

Explanation should include

- getting professional advice
- having knowledge of how to acquire the necessary loans, insurance, permits, and licenses
- having a written agreement between yourself and the owner of the building.

Process/Skill Questions

- Who should be contacted to obtain the necessary financing to lease or purchase a location?
Who should be consulted before the purchase or lease of a business?
What are the advantages and disadvantages of purchasing a building?
What are the advantages and disadvantages of leasing a building?

Task Number 92

Explain the types of insurance coverage needed by salons.

Definition

Explanation should include

- liability
- fire
- health
- disability.

Process/Skill Questions

- What are other types of insurance coverage?
- Is an employer required to provide health benefits? Why, or why not?
- What is malpractice insurance? Should salon owners have this? Why, or why not?
- Who is responsible for the employee's liability insurance?

Task Number 93

Evaluate various salon business types.

Definition

Evaluation may include the pros and cons of

- booth rental
- individual ownership
- partnership
- corporation
- franchise.

Process/Skill Questions
• What are the advantages and disadvantages of booth rental versus working for an employer?
• What are the advantages and disadvantages of individual ownership versus partnership?
• What is meant by a corporation?
• What is a franchise?

Task Number 94

Design the layout of a lab/salon.

Definition

Design should include

• equipment
• dispensary
• restrooms
• reception/waiting area
• retail and marketing

for an efficient and safe salon.

Process/Skill Questions

• What are the local, state, or federal regulations about salon equipment?
• What are the local, state, or federal regulations about the layout of a salon?
• How would you decide what furniture and equipment you would need to operate a salon?
• What cost factors should you consider when selecting furniture, equipment, and design?
• How much storage space should you allow for storing supplies?

Task Number 95

Demonstrate marketing strategies.

Definition

Demonstration should include how salon owners and employees would market business and self to build clientele. It should also include determining profits and losses for the business (i.e., profit and net worth of business).
Process/Skill Questions

- What types of advertisement are available for you as a hair stylist?
- Why is word-of-mouth the best form of advertising?

Task Number 96

Define inventory control.

Definition

Definition may include

- purchasing supplies and equipment for a salon
- maintaining inventory of retail products or consumption supplies.

Process/Skill Questions

- What are the advantages of renting equipment instead of buying equipment?
- How often should shelves be restocked?
- What are the differences between consumption supplies and retail products?
- Why is keeping track of inventory important?
- What role does an accurate inventory have in preparing a budget for the salon?

Task Number 97

Prepare financial records.

Definition

Preparation should include

- keeping accurate records for payroll
- paying the bills on time
- keeping record of tips
- completing W2 and W4 forms.

Process/Skill Questions

- How important is it to establish credit?
• What are the pros and cons of a business credit card?
• What is the importance of keeping accurate payroll records?
• Is it necessary to claim tips on your tax forms? Why, or why not?
• What is a W2 form? W4 form?

Task Number 98

Demonstrate knowledge of employee-management skills.

Definition

Demonstration should include

• practicing employability skills
• resolving client and employee complaints.

Process/Skill Questions

• Why is dependability so important in the workforce?
• What role does morality play in the workforce?
• What role does integrity play in the workforce?
• What role does courtesy play in the workforce?
• What is teamwork? What does it mean to be a team player?
• What is the advantage of a positive attitude in the workplace?
• What are the attributes of a good employee?
• What kinds of communication should be used to resolve complaints?

Task Number 99

Keep daily salon records.

Definition

Keeping daily salon records should include accurate record keeping (e.g., electronic database, customer cards) with regards to local, state, and federal regulations.

Process/Skill Questions

• What is the importance of keeping accurate records?
• Where should records be kept?
- How long should an appointment book be kept?
- How long should daily sales slips be kept?
- How long should deposit slips be kept?
- How long should bank records be kept?

**SOL Correlation by Task**

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Subject(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 standard treatment of an injury to a client and 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 exposure to blood.</td>
<td>English: 11.5, 12.5, History and Social Science: GOVT.15</td>
</tr>
<tr>
<td>42</td>
<td>Identify the components of a safety data sheet (SDS).</td>
<td>History and Social Science: GOVT.15</td>
</tr>
<tr>
<td>43</td>
<td>Demonstrate prescribed procedures for attending to a contaminated (i.e., by blood spill, disease) work area.</td>
<td>History and Social Science: GOVT.15</td>
</tr>
<tr>
<td>44</td>
<td>Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and Acquired Immune Deficiency Syndrome (AIDS).</td>
<td>English: 11.5, 12.5, Science: BIO.4d</td>
</tr>
<tr>
<td>45</td>
<td>Demonstrate safety practices when working with all chemicals.</td>
<td>Science: CH.1b</td>
</tr>
<tr>
<td>46</td>
<td>Sanitize and disinfect combs, brushes, shears, and other implements.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Sanitize and disinfect electrical equipment.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Maintain salon equipment.</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Sanitize rollers, clips, perm rods, and perm trays.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Launder towels, capes, and smocks.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Sanitize and disinfect work areas.</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>List client's personal information and factors that could affect the service.</td>
<td>History and Social Science: GOVT.16</td>
</tr>
<tr>
<td>53</td>
<td>Record client's medical history to ensure client's health and safety.</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Perform advanced haircutting techniques.</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Consult with client regarding a permanent wave.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Analyze hair and scalp condition.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Perform a preliminary strand test for a permanent wave.</td>
<td>Science: CH.1b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Select rod type for desired result.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Select wrap method, sectioning pattern (single halo, double halo, straight back, piggyback, style wrap, or others) using appropriate tension and based on desired results.</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Give soft-curl permanent according to manufacturer's guidelines.</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Complete client record card for chemical services.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Identify straightening techniques and chemical straightening products.</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Analyze hair prior to straightening it.</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>Examine scalp.</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Consult with client about prior chemical relaxers used. English: 11.1</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Select correct chemical. Science: CH.1b</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Apply relaxer. Science: CH.1b</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Complete client record card for chemical services.</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Consult with client regarding previous chemical use. English: 11.1</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Formulate desired color for client.</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Select appropriate strength of developer for desired results.</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Apply first-time (virgin) lightener. Science: CH.1b</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Apply lightening retouch. Science: CH.1b</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Apply first time (virgin) permanent tint to hair. Science: CH.1b</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Apply permanent tint retouch. Science: CH.1b</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Demonstrate special hair color effects.</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Tint beard and mustache.</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Perform corrective color services.</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Remove unwanted hair. Science: CH.1b</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Perform advanced facials.</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Apply facial makeup, using properly sanitized or disposable applicators.</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Apply eyelashes.</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>Apply lash and brow tint.</td>
<td></td>
</tr>
<tr>
<td>84</td>
<td>Demonstrate removal of artificial nails.</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>Demonstrate artificial nail techniques.</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>Identify the differences of human hair versus synthetic hair.</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>What type of hair should not have heat applied? What results are achieved through the burning test?</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>Assist client in selecting or caring for hair enhancements.</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>Demonstrate how to order a custom-made wig or hairpiece.</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>Identify local, state, and federal regulations for operating a business.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>91</td>
<td>Explain the procedure for obtaining a lease or purchasing a building.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>92</td>
<td>Explain the types of insurance coverage needed by salons.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>93</td>
<td>Evaluate various salon business types.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>94</td>
<td>Design the layout of a lab/salon.</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>Demonstrate marketing strategies.</td>
<td></td>
</tr>
<tr>
<td>96</td>
<td>Define <em>inventory control</em>.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>97</td>
<td>Prepare financial records.</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td>Demonstrate knowledge of employee-management skills.</td>
<td>English: 11.5, 12.5</td>
</tr>
<tr>
<td>99</td>
<td>Keep daily salon records.</td>
<td>History and Social Science: GOVT.16</td>
</tr>
</tbody>
</table>
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

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

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Cosmetology I (2-year Program) (8745/36 weeks, 420 hours)

Career Cluster: Human Services

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Services</td>
<td>Barber</td>
</tr>
<tr>
<td></td>
<td>Cosmetologist</td>
</tr>
<tr>
<td></td>
<td>Nail Technician</td>
</tr>
</tbody>
</table>