Cosmetology III

8529 36 weeks / 280 hours

Table of Contents

Acknowledgments ......................................................................................................................................... 1
Course Description....................................................................................................................................... 2
Task Essentials List....................................................................................................................................... 3
Curriculum Framework ................................................................................................................................. 6
Demonstrating Safety, Sanitation, and Disease Control ........................................................................... 6
Maintaining, Sanitizing, and Disinfecting Implements, Equipment, and Facilities................................. 10
Exhibiting Professionalism and Workplace Ethics..................................................................................... 13
Gathering Client's History........................................................................................................................... 15
Cutting Hair ................................................................................................................................................ 16
Performing Soft-Curl Permanent ................................................................................................................ 18
Lightening and Coloring Hair ..................................................................................................................... 20
Performing Artistry of Wigs and Hair Additions......................................................................................... 22
Caring for Skin, Hands, and Feet................................................................................................................. 24
Managing the Salon .................................................................................................................................... 30
SOL Correlation by Task ............................................................................................................................. 32
Appendix: Credentials, Course Sequences, and Career Cluster Information ............................................. 35

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 LaPiearre, 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:

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

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

Lolita B. Hall, Director
Office of Career, Technical, and Adult Education

Copyright © 2016

Course Description

Suggested Grade Level: 12
Prerequisite: 8528

In this advanced 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 chemical texture services and advanced hair coloring techniques. They also develop artistic skills with wigs and hair additions. In addition,
students learn to care for skin, hands, and feet, developing experience in providing facials, manicures, pedicures, and nail enhancements. An advanced business management unit focuses on managing the salon. Competency completion prepares the student for the Virginia State Licensing Exam. Students can combine classroom instruction and supervised on-the-job training in an approved position or internship with continuing supervision throughout the school year.

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>8529</td>
<td>Demonstrating Safety, Sanitation, and Disease Control</td>
</tr>
<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 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>44</td>
<td>Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and AIDS.</td>
</tr>
<tr>
<td>Task Number</td>
<td>8529</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td></td>
<td>Sanitize and disinfect combs, brushes, shears, and other implements.</td>
</tr>
<tr>
<td>47</td>
<td></td>
<td>Sanitize and disinfect electrical equipment.</td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>Maintain salon equipment.</td>
</tr>
<tr>
<td>49</td>
<td></td>
<td>Sanitize rollers, clips, perm rods, and perm trays.</td>
</tr>
<tr>
<td>50</td>
<td></td>
<td>Launder towels, capes, and smocks.</td>
</tr>
<tr>
<td>51</td>
<td></td>
<td>Sanitize and disinfect work areas.</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>52</td>
<td></td>
<td>Demonstrate a professional image.</td>
</tr>
<tr>
<td>53</td>
<td></td>
<td>Demonstrate correct posture and physical poise.</td>
</tr>
<tr>
<td>54</td>
<td></td>
<td>Follow practices and procedures related to workplace ethics.</td>
</tr>
</tbody>
</table>

**Gathering Client's History**

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td></td>
<td>List client's personal information and factors that could affect the service.</td>
</tr>
<tr>
<td>56</td>
<td></td>
<td>Record client's medical history to ensure client's health and safety.</td>
</tr>
<tr>
<td>57</td>
<td></td>
<td>Inform client of any irregular scalp conditions.</td>
</tr>
</tbody>
</table>

**Cutting Hair**

<table>
<thead>
<tr>
<th>Task Number</th>
<th></th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td></td>
<td>Analyze client's hair for a haircut, including elasticity, porosity, texture, and density.</td>
</tr>
<tr>
<td>59</td>
<td></td>
<td>Demonstrate various haircutting elevations (i.e., zero °, 45°, and 90°).</td>
</tr>
<tr>
<td>Task Number</td>
<td>8529</td>
<td>Tasks/Competencies</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>-------------------</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td>Cut hair using razor, shears, clippers, and thinning shears.</td>
</tr>
<tr>
<td>61</td>
<td></td>
<td>Check overall haircut for blending, outline, and balance.</td>
</tr>
<tr>
<td>62</td>
<td></td>
<td>Perform advanced haircutting techniques.</td>
</tr>
</tbody>
</table>

**Performing Soft-Curl Permanent**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>63</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td></td>
<td>Select rod type for desired result.</td>
</tr>
<tr>
<td>64</td>
<td></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>65</td>
<td></td>
<td>Give soft-curl permanent according to manufacturer's guidelines.</td>
</tr>
<tr>
<td>66</td>
<td></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>67</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td></td>
<td>Demonstrate special hair color effects.</td>
</tr>
<tr>
<td>68</td>
<td></td>
<td>Tint beard and mustache.</td>
</tr>
<tr>
<td>69</td>
<td></td>
<td>Perform corrective color services.</td>
</tr>
</tbody>
</table>

**Performing Artistry of Wigs and Hair Additions**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>70</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td></td>
<td>Identify the differences of human hair versus synthetic hair.</td>
</tr>
<tr>
<td>71</td>
<td></td>
<td>Analyze hair and scalp condition to determine suitable hair enhancement.</td>
</tr>
<tr>
<td>72</td>
<td></td>
<td>Assist client in selecting or caring for hair enhancements.</td>
</tr>
<tr>
<td>73</td>
<td></td>
<td>Demonstrate how to order a custom-made wig or hairpiece.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Task Number</th>
<th>74</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td></td>
<td>Demonstrate safety practices when working with all chemical services.</td>
</tr>
<tr>
<td>Task Number</td>
<td>Tasks/Competencies</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Record client consultation information, including factors that may affect the services.</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Perform advanced facials.</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Apply facial makeup, using properly sanitized or disposable applicators.</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Apply eyelashes.</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Apply lash and brow tint.</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Demonstrate removal of artificial nails.</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Demonstrate artificial nail techniques.</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Give pedicure.</td>
<td></td>
</tr>
</tbody>
</table>

Managing the Salon

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>83</td>
<td>Explain the procedure for obtaining a lease or purchasing a building.</td>
</tr>
<tr>
<td>84</td>
<td>Design the layout of a salon.</td>
</tr>
<tr>
<td>85</td>
<td>Demonstrate marketing strategies.</td>
</tr>
<tr>
<td>86</td>
<td>Prepare financial records.</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

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

Follow 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 of both the students and clients.

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

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 it important for all cosmetology employees to understand the ingredients of the chemicals used in the salon?
- What are the dangers of improper use of chemicals?
• What is the appropriate location for information concerning a medical reaction to products?

---

**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 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 44**

**Demonstrate knowledge of blood-borne pathogens, including blood poisoning, hepatitis C, and AIDS.**

**Definition**

Demonstration of knowledge should include

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

**Process/Skill Questions**

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

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 necessary to examine the client's skin, hands, and feet for abrasions, disorders, and diseases?
• What should be done if the client has skin damage?
• Why is it necessary to read and follow manufacturer's directions for chemicals?
• When should gloves be worn?
• What can happen if the entire treatment product is not removed from skin?
• When is it necessary to apply a moisturizer at the completion of a service?

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 shop equipment (e.g., styling chairs, shampoo station) should include

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

Process/Skill Questions
Task Number 49

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 salon equipment 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
- 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 51

Sanitize and disinfect work areas.

Definition

Sanitizing should include, but is not limited to

- using 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

- Who is responsible for maintaining work areas?
- What sanitary measures and safety issues should be considered when sanitizing work areas?
- What is EPA?

Exhibiting Professionalism and Workplace Ethics

Task Number 52

Demonstrate a professional image.

Definition

Demonstration should include maintaining a clean salon, good health and personal hygiene. It should also include being well groomed and wearing appropriate professional attire.

Process/Skill Questions

- What steps are involved in maintaining cleanliness and personal hygiene?
- What consequences may arise from the lack of personal hygiene?
- What factors should be considered when choosing appropriate professional attire?
Task Number 53

Demonstrate correct posture and physical poise.

Definition

Demonstration should include

- conducting oneself in a self-confident manner
- using ergonomics (e.g., proper sitting and standing)
  - using ergonomically designed implements
  - keeping wrists in a straight or neutral position
  - keeping back and neck straight
  - adjusting the height of the client's chair.

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 54

Follow practices and procedures related to workplace ethics.

Definition

Following practices and procedures should include

- demonstrating professional standards of conduct when working with others in classroom and salon settings
- displaying integrity, honesty, and tolerance at all times while interacting with others.

Process/Skill Questions

- Why are good work ethics important to career success?
- What consequences may arise from an employee's lack of integrity and honesty? Lack of tolerance?
Gathering Client's History

Task Number 55

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 record card after consultation
- client's lifestyle (e.g., athletic, professional consultant, daycare teacher, stay-at-home mom).

Process/Skill Questions

- What should you do with the information that is gathered during the client's consultation?
- Why is it important to record the results of the service on the client's record card?

Task Number 56

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).

Process/Skill Questions

- Why is it important to know the client's past history of skin reactions to skin care products?
- Why is it necessary to know the client's medical history?
- Why is it important to keep the information on the client's card in a secure location?
Task Number 57

Inform client of any irregular scalp conditions.

Definition

Informing client should include

- an explanation of irregular scalp conditions
- determination of what is treatable and non-treatable in the salon.

Process/Skill Questions

- What are some examples of treatable scalp conditions? Non-treatable scalp conditions?
- How should the client be told of an irregular scalp condition?

Cutting Hair

Task Number 58

Analyze client's hair for a haircut, including elasticity, porosity, texture, and density.

Definition

Student should demonstrate ability to determine porosity, texture, elasticity and density.

Process/Skill Questions

- What role does porosity play in hair cutting?
- What role does texture play in hair cutting?
- What role does density play in hair cutting?
- What role does elasticity play in hair cutting?

Task Number 59

Demonstrate various hair cutting elevations (i.e., zero °, 45°, and 90°).
Definition

Student should demonstrate

- a zero degree haircut
- various degrees of elevation used during haircutting.

Process/Skill Questions

- What role does elevation play in haircutting?
- What result will you get from a zero degree haircut?
- What result will you get from a 45 degree haircut?
- What result will you get from a 90 degree haircut?
- Can you combine more than one elevation in a haircut?
- How would you avoid uneven steps in a haircut?

Task Number 60

Cut hair using razor, shears, clippers, and thinning shears.

Definition

Student should demonstrate proper safety and cutting techniques when using hair shaping implements including

- shears
- razors
- clippers
- thinning shears.

Process/Skill Questions

- What safety procedures are to be used when handling cutting implements?
- Which haircuts require damp hair?
- What hand positions should be used when cutting with shears, razors, clippers, and thinning shears?

Task Number 61

Check overall haircut for blending, outline, and balance.
Definition

Student should analyze overall haircut for blending and balance.

Process/Skill Questions

- What position should be used to check a vertical haircut?
- What position should be used to check a horizontal haircut?
- What position should be used to check a diagonal haircut?

Task Number 62

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 Soft-Curl Permanent

Task Number 63

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 64

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 65

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 thio gel or cream.
- Comb thio 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 thio 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 66

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?

Lightening and Coloring Hair

Task Number 67

Demonstrate special hair color effects.

Definition
Demonstration should include special effect highlighting.

Task Number 68

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 69

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?

## Performing Artistry of Wigs and Hair Additions

### Task Number 70

**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 71

**Analyze hair and scalp condition to determine suitable hair enhancement.**

**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 72**

**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 73**

**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?

Caring for Skin, Hands, and Feet

Task Number 74

Demonstrate safety practices when working with all chemical services.

Definition

The student should

- wash and sanitize hands before and after every service
- examine skin, hands, and feet for abrasions, disorders, and diseases
- suggest medical treatment if skin damage exists
- read and follow manufacturer's directions for products being used
- wear protective gloves when necessary
- remove products completely from skin.

Process/Skill Questions

- Why is it necessary to examine the skin, hands, and feet for abrasions, disorders, and diseases?
- What do you do if the client has skin damage?
- Why is it necessary to read and follow manufacturer's directions?
- When should you wear gloves?
- What can happen if the entire product is not removed?
- When is it necessary to apply a moisturizer at the completion of a service?

Task Number 75

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

The student should

- record client's name, address, and phone number on a record card after consultation
- record client's needs, whether preservative or corrective
- record past history of skin and reactions to skin care products
- record pertinent medical history (i.e., high blood pressure, allergies).

Process/Skill Questions

- What should you do with the information that is gathered during the client's consultation?
- What information is needed for a client record card?
- Why is it important to know the client's past history of skin reactions to skin care products?
- Why is it necessary to know the client's medical history?

Task Number 76

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 77
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 78

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 79

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 80

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 81

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?

Task Number 82

Give pedicure.

Definition
The student should

- arrange required equipment, implements, and materials
- place client's feet on clean paper towel on footrest
- fill two basins with enough warm water to cover ankles
- add antiseptic or antibacterial soap to one basin and place both feet in bath for 3-5 minutes
- remove feet from basin, rinse feet in second basin, and wipe dry
- remove old polish from nails
- file toenails straight across with emery board; do not file into corners of the nails.
- with a cotton-tipped orangewood stick, apply cuticle solvent to cuticle and under free edge of each toenail
- massage each toe with cuticle cream or oil
- scrub feet in warm, soapy water; rinse, and dry thoroughly
- apply lotion or cream over the foot to just above the ankle
- massage both feet
- apply witch hazel or astringent to feet with large cotton pledget
- dust feet lightly with talcum powder
- apply base coat, polish, and seal coat on each toenail
- clean and sanitize implements.

Process/Skill Questions

- What is the importance of analyzing client's feet before giving a pedicure?
- Why should you use sanitized implements on the client?
- Why is it necessary to know the medical history of a client (i.e., diabetes, blood clots, medicines)?
- Why should you ask if the client has high blood pressure?
- What is the danger of massaging the shin area?
- Why should you keep a record card for each client?

Managing the Salon

Task Number 83

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 84**

**Design the layout of a 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 85**

**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 86**

**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?

---

**SOL Correlation by Task**

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Description</th>
<th>Subject Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Sanitize hands before and after every service.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>40</td>
<td>Demonstrate standard treatment of an injury to a client and to oneself.</td>
<td>History and Social Science: GOVT.15</td>
</tr>
<tr>
<td>41</td>
<td>Follow OSHA guidelines for sanitizing and disinfecting implements after exposure to blood.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</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 AIDS.</td>
<td>English: 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>Demonstrate a professional image.</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Demonstrate correct posture and physical poise.</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Follow practices and procedures related to workplace ethics.</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>List client's personal information and factors that could affect the service.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Record client's medical history to ensure client's health and safety.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Inform client of any irregular scalp conditions.</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Analyze client's hair for a haircut, including elasticity, porosity, texture, and density.</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Demonstrate various haircutting elevations (i.e., zero °, 45°, and 90°).</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Cut hair using razor, shears, clippers, and thinning shears.</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Check overall haircut for blending, outline, and balance.</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Perform advanced haircutting techniques.</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Select rod type for desired result.</td>
<td></td>
</tr>
<tr>
<td>64</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>65</td>
<td>Give soft-curl permanent according to manufacturer's guidelines.</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Complete client record card for chemical services.</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Demonstrate special hair color effects.</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Tint beard and mustache.</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Perform corrective color services.</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Identify the differences of human hair versus synthetic hair.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Analyze hair and scalp condition to determine suitable hair enhancement.</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Assist client in selecting or caring for hair enhancements.</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Demonstrate how to order a custom-made wig or hairpiece.</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Demonstrate safety practices when working with all chemical services.</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Record client consultation information, including factors that may affect the services.</td>
<td></td>
</tr>
<tr>
<td>76</td>
<td>Perform advanced facials.</td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>Apply facial makeup, using properly sanitized or disposable applicators.</td>
<td></td>
</tr>
<tr>
<td>78</td>
<td>Apply eyelashes.</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td>Apply lash and brow tint.</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Demonstrate removal of artificial nails.</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Demonstrate artificial nail techniques.</td>
<td></td>
</tr>
<tr>
<td>82</td>
<td>Give pedicure.</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>Explain the procedure for obtaining a lease or purchasing a building.</td>
<td>English: 12.5</td>
</tr>
<tr>
<td>84</td>
<td>Design the layout of a salon.</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>Demonstrate marketing strategies.</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>Prepare financial records.</td>
<td></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 II (8528/36 weeks, 280 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>