

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
January 20, 2022

OFFICE OF CAREER AND TECHNICAL EDUCATION

- C. Approval to establish Mississippi Secondary Curriculum Framework for Natural Hair Care and Braiding in Career and Technical Education
(Has cleared the Administrative Procedures Act process without public comments)

Executive Summary

The Natural Hair Care and Braiding framework has cleared the Administrative Procedures Act process with no public comments. Upon completion of the two-year program, graduates may become employed at the entry level, enter a school of cosmetology program, or further pursue the field through a postsecondary program. The concepts taught in this program include principles of hair design, chemical texture services, hair coloring, haircutting, facials, makeup, and nail services. Industry standards were adapted from the *Mississippi State Board of Cosmetology and the National Skills Standards for Cosmetology*.

All curricula frameworks are designed to provide local programs with an instructional foundation that can be used to develop localized instructional management plans and course syllabi. Additionally, the frameworks include the following elements for each secondary curriculum:

- Program
- Description
- Classification of Instructional Program (CIP) Code and CIP Name
- Course Outline and Codes
 - Curriculum
 - Student Competencies
 - Suggested Student Objectives

Recommendation: Approval

Back-up material attached



2022 Natural Hair Care and Braiding

Program CIP: 12.0401—Cosmetology/Cosmetologist, General

Direct inquiries to:

Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
662.325.2510

Program Coordinator
Office of Career and Technical Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
601.359.3974

Published by:

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Table of Contents

Acknowledgments.....	3
Standards.....	5
Preface.....	6
Mississippi Teacher Professional Resources	7
Executive Summary	8
Course Outlines.....	10
Career Pathway Outlook.....	13
Professional Organizations	15
Using This Document	16
Unit 1: Program Orientation	17
Unit 2: Safety and Infection Control.....	18
Unit 3: Properties of the Hair and Scalp	19
Unit 4: Anatomy and Physiology.....	20
Unit 5: Shampooing and Conditioning	21
Unit 6: Preparation for Grooming and Styling	22
Unit 7: Principles of Braiding and Braid Extensions.....	24
Unit 8: Principles of Wigs and Hair Enhancements	25
Unit 9: Financial Resource Management.....	26
Unit 10: Career Development and Professionalism.....	27
Student Competency Profile	28
Appendix A: Industry Standards.....	30

Acknowledgments

The natural hair care and braiding curriculum is being presented to the Mississippi State Board of Education on November 12, 2021. The following persons were serving on the state board at the time:

Dr. Carey M. Wright, state superintendent of education
Ms. Rosemary G. Aultman, Chair
Mr. Glen East, Vice-Chair
Dr. Wendi Barrett
Dr. Angela Bass
Dr. Karen J. Elam
Mr. Bill Jacobs
Dr. Ronnie McGehee
Mr. Matt Miller
Ms. Mary Werner
Ms. Amy Zhang, student representative
Ms. Micah Hill, student representative

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the natural hair care and braiding curriculum:

Wendy Clemons, the executive director of the MDE Office of Secondary Education and Professional Development, supported the RCU and teachers throughout the development of the framework and supporting materials.
Dr. Aimee Brown, the state director of the MDE Office of Career and Technical Education (CTE), supported the RCU and teachers throughout the development of the framework and supporting materials
Melissa Luckett an instructional design specialist with the RCU, researched and coauthored this framework. helpdesk@rcu.msstate.edu

Special thanks are extended to the educators who contributed teaching and assessment materials that are included in the framework and supporting materials:

Robert Biggs, McComb Career and Technical Center, McComb
Dorothy Beard, Jackson Career Development Center, Jackson
Breginia Gooden, Jackson Career Development Center, Jackson
Tondia Lewis, Jackson Career Development Center, Jackson
Raynette Nichols, Jackson Career Development Center, Jackson
Diedre Thompson, McComb Career and Technical Center, McComb

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Melody Armstrong, stylist and owner of Naturally Speaking Salon

Diane C. Bailey, the founder and CEO of the Emerge Natural Beauty Industry Alliance

Susan L. Peterkin, the founder and CEO of the Natural Hair Industry Convention

Jan Jordan, stylist and owner of Jan Jordan's Place

Stacy Lea, the executive director of the Mississippi State Board of Cosmetology

Dr. Latoya Sterling, curriculum specialist for the Mississippi Community College Board (MCCB)

Dr. Scott Kolle, the director of curriculum, instruction, and assessment for the MCCB

Maggie Hardiman, the cosmetology program supervisor for the MDE Office of CTE

Betsey Smith, the director of the RCU

Sam Watts, the curriculum manager for the RCU

Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE natural hair care and braiding curriculum is aligned to the following standards:

National Skills Standards for Cosmetology

The national skills standards for cosmetology come from the *Milady Standard Natural Hair Care and Braiding* (2014) which is an extension of the *Milady Standard Cosmetology* (2012). Milady is the most widely used and highly respected source for professional standards by cosmetologists in the world. The content and standards are based on the most relevant techniques from expert consultants around the world in the fields of hair care, skin care, nail care, massage, makeup, infection control, and business development.

International Society for Technology in Education Standards (ISTE)

Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.

iste.org

College- and Career-Ready Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019)

battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

Executive Summary

Pathway Description

Natural hair care and braiding is a pathway in the human services career cluster. The program focuses on a specific area of hair care pertaining to the study and practice of chemical-free hair styling. This involves working with textured hair—braiding, extensions, twists, locks, and weaves. Students will learn how to manage and style natural hair as well as gain business skills to practice professionally.

Natural hair care students will be required to obtain a minimum of 100 practical hours over the course of the two-year program. Practical hours can consist of salon visits, hair shows, and techniques practiced and demonstrated in the classroom.

College, Career, and Certifications

Currently, there are no nationally recognized industry certifications for natural hair care and braiding. However, competencies and suggested performance indicators in the curriculum have been correlated to the National Skills Standards for Natural Hair Care and the Mississippi State Department of Health (MSDH). Over the course of the program, students have the option of becoming of a registered hair braider by completing the MSDH application process. As a registered hair braider, students may seek employment in a professional salon or as an independent stylist and business owner.

After graduating from high school, students may choose to enter the workforce, continue education at a postsecondary institution, and/or pursue a cosmetology license. Students who choose to pursue a postsecondary education may enter a cosmetology technical program to receive an associate degree and subsequently enter the workforce as a licensed cosmetologist.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as 10th graders. Exceptions to this are a district-level decision based on class size, enrollment numbers, and student maturity. A maximum of 15 students is recommended for this course.

Student Prerequisites

In order for students to be able to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in math (last course taken or the instructor can specify the math)
3. C or higher in specified science course approved by the instructor

or

4. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses that should be completed in the following sequence:

1. **Introduction to Natural Hair Care and Braiding—Course Code: XXXXX**
2. **Principles of Natural Hair Care and Braiding—Course Code: XXXXX**
3. **Advanced Natural Hair Care and Braiding—Course Code: XXXXX**
4. **Application of Natural Hair Care and Braiding—Course Code: XXXXX**

Course Description: Introduction to Natural Hair Care and Braiding

This course introduces students to the field of natural hair care and braiding. Students will learn the impact of historical events on the industry as well as examine current and future trends. Then students will learn safety and infection control methods necessary to advance in the subsequent courses.

Course Description: Principles of Natural Hair Care and Braiding

Students will be introduced to the basic properties of the hair and scalp. In order to understand factors that affect the hair and scalp, this course will give students an overview of basic human anatomy and physiology.

Course Description: Advanced Natural Hair Care and Braiding

This course will begin with general grooming and styling techniques to perform on clients. Students will use various styling tools and equipment to achieve a client's desired outcome. Then students will learn advanced styling techniques such as the principles of braiding and braid extensions.

Course Description: Application of Natural Hair Care and Braiding

This course will continue with more advanced styling techniques, such as principles of wigs and hair enhancements. Then the focus will shift to the business and professional development aspects of the course, when students will learn skills to establish and maintain clients.

Introduction to Natural Hair Care and Braiding—Course Code: XXXXX

Unit	Unit Name	Hours
1	Program Orientation	20
2	Safety and Infection Control	50
3	Properties of the Hair and Scalp	70
Total		140

Principles of Natural Hair Care and Braiding—Course Code: XXXXX

Unit	Unit Title	Hours
4	Anatomy and Physiology	70
5	Shampooing and Conditioning	70
Total		140

Advanced Natural Hair Care and Braiding—Course Code: XXXXX

Unit	Unit Name	Hours
6	Preparation for Grooming and Styling	70
7	Principles of Braiding and Braid Extensions	70
Total		140

Application of Natural Hair Care and Braids—Course Code: XXXXX

Unit	Unit Name	Hours
8	Principles of Wigs and Hair Enhancements	60
9	Financial Resource Management	40
10	Career Development and Professionalism	40
Total		140

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses that should be completed in the following sequence:

1. **Natural Hair Care and Braiding I—Course Code: XXXXXX**
2. **Natural Hair Care and Braiding II—Course Code: XXXXXX**

Course Description: Natural Hair Care and Braiding I

This course introduces students to the field of natural hair care, beginning with historical events and their impact on current future trends that affect the industry. Students will learn the safety and infection control methods necessary for professional hair care. Students then will be introduced to the basic properties of the hair and scalp. In order to understand factors that affect the hair and scalp, this course will give students an overview of basic human anatomy and physiology. This course will conclude with skills and techniques to perform shampooing and conditioning for healthy hair and scalp.

Course Description: Natural Hair Care and Braiding II

This course will begin with general grooming and styling techniques to perform on clients. Students will use various styling tools and equipment to achieve a client's desired outcome. Then students will learn advanced styling techniques such as the principles of braiding and braid extensions. In addition, students will learn principles of wigs and hair enhancements. Then the focus will shift to the business and professional development aspects of the course where students will learn skills to establish and maintain clients.

Natural Hair Care and Braiding I—Course Code: XXXXXX

Unit	Unit Title	Hours
1	Program Orientation	20
2	Safety and Infection Control	50
3	Properties of the Hair and Scalp	70
4	Anatomy and Physiology	70
5	Shampooing and Conditioning	70
Total		280

Natural Hair Care and Braiding II—Course Code: XXXXXX

Unit	Unit Title	Hours
6	Preparation for Grooming and Styling	70
7	Principles of Braiding and Braid Extensions	70
8	Principles of Wigs and Hair Enhancements	60
9	Financial Resource Management	40
10	Career Development and Professionalism	40
Total		280

Career Pathway Outlook

Overview

Natural hair care and braiding is a two-year program designed to provide classroom theory and practical application. It prepares students to provide chemical-free hair care and styles, including working with textured hair – hair braiding, extensions, twists, locks, and weaves. Natural hair stylists provide specialized services for their clients while preserving the natural integrity of the hair. This course focuses on providing students with the skills to establish and maintain clientele with or without a traditional salon setting.

Needs of the Future Workforce

Mississippi classifies individuals in the cosmetology industry as personal appearance workers. Occupations within this classification include barbers, cosmetologists, nail technicians, and skincare specialists. This field is projected to grow by 6% in Mississippi. Nationwide, opportunities in this field are expected to be good overall despite a slight 1% decline for hairdressers. Future workers should expect strong competition from experienced workers in the field. Specialized services such as manicurists, pedicurists, and skincare specialists will continue to grow as consumers seek their services directly instead of from cosmetologists. Data for this synopsis was compiled from employment projections prepared by the Mississippi Department of Employment Security and the United States Department of Labor Statistics (2021).

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2016	Projected Jobs, 2026	Change (Number)	Change (Percent)	Average Hourly Earnings, 2021
Hairstylist and Cosmetologist	1,400	1,480	80	5.7%	\$15.32
Manicurist/Pedicurist	240	260	20	8.3%	\$14.25
Skincare Specialist	200	210	10	5%	\$15.75

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

Perkins V Requirements and Academic Infusion

The natural hair care and braiding curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in the hair care industry. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for a career in the hair care industry. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' backgrounds, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the curriculum. SkillsUSA is an example of a student organization with many advantages for students in the program. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to the world of industry careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the curriculum that will allow and encourage collaboration with professionals currently in the field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the classroom. The natural hair care and braiding program requires students to obtain a minimum of 100 clinical-type hours, which should include, but is not limited to, hands-on skills practice, field trips, observations, job-shadowing, and preferably some sort of volunteer, internship, or apprenticeship experience. These real-world connections and applications provide a link to all types of students regarding knowledge, skills, and professional dispositions. Thus, supervised collaboration and immersion into the hair care profession are keys to students' success, knowledge, and skills development.

Professional Organizations

Aesthetic International Association

iaesthetics.org

American Association of Cosmetology Schools

beautyschools.org

The American Hair Loss Council

ahlc.org

Associated Hair Professionals

associatedhairprofessionals.com

Associated Skin Care Professionals

ascpskincare.com

Association for Career and Technical Education

acteonline.org

Association of Cosmetology Salon Professionals (ACSP)

mycosmetology.org

Associations (NCEA)

ncea.tv

Intercoiffure America/Canada

intercoiffure.com

Mississippi State Board of Cosmetology (MSBC)

msbc.state.ms.us

Mississippi ACTE

mississippiacte.com National Coalition of Estheticians, Manufacturers/Distributors and

National Family, Career and Community Leaders of America (FCCLA)

hfclainc.org

Professional Beauty Association

probeauty.org

Mississippi FCCLA

mdek12.org/cte/so/fccla

SkillsUSA

skillsusa.org

Mississippi CTE
Curriculum Framework

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some units may include an enrichment section at the end. If the program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the program is using a national certification or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested. It is the responsibility of the teacher to ensure all competencies for the selected assessment are covered throughout the year.

Unit 1: Program Orientation

Competencies and Suggested Objectives

1. Describe the expectations, procedures, and opportunities in the natural hair care and braiding program. ^{DOK1}
 - a. Review the curriculum standards, competencies, and objectives.
 - b. Discuss school policies for emergency procedures and the proper use of lab equipment.
 - c. Identify leadership opportunities in student organizations, such as SkillsUSA.
 - d. Demonstrate 100% accuracy on a federally required safety test.
2. Describe the history and culture of the natural hair care industry. ^{DOK2}
 - a. Identify the contributions of pioneers to the development of the natural hair care industry.
 - Annie Pope Turnbo-Malone
 - Madame C.J. Walker
 - Sarah Spencer
 - b. Illustrate the historical significance of natural hair care in various phases over the years.
 - African traditions
 - European traditions
 - Roman era
 - Civil rights era
3. Describe career opportunities available in the natural hair care industry. ^{DOK1}
 - a. Research the education and training required for various roles in the natural hair care industry.
 - Braid technician
 - Loctician
 - Natural hair specialist
 - Wig specialist

Note: Safety is to be taught as an ongoing part of the program. Students are required to complete a written safety test with 100% accuracy before entering the shop for lab simulations and projects. This test should be documented in each student's file.

Note: This unit will be ongoing throughout the year. Time allotted for this unit will be distributed over the entire year.

Unit 2: Safety and Infection Control

Competencies and Suggested Objectives

1. Apply safety and infection control practices to promote a healthy and clean hair care environment. ^{DOK2}
 - a. Examine the role of various state and federal regulatory agencies and the standards they set for the hair care industry.
 - Occupational Safety and Health Administration (OSHA)
 - Environmental Protection Agency (EPA)
 - Mississippi State Department of Health (MSDH)
 - Center for Disease Control and Prevention (CDC)
 - b. Describe the types and causes of diseases that spread among people and can cause harm in a hair care environment.
 - Bacteria
 - Infections
 - Germs
 - Parasites
 - Toxins
 - Viruses
2. Demonstrate methods to prevent and control the spread of disease in a salon environment, such as decontamination, disinfection, and sterilization. ^{DOK2}
 - a. Identify disinfectants and the process for cleaning tools, equipment, and salon surfaces.
 - b. Explain universal precautions and the steps to follow in the event of exposure to blood or bodily fluids.

Enrichment

1. Pursue a CPR and first aid certification.
2. Research sanitation and hygiene requirements for hair braiding on the MSDH website.

Unit 3: Properties of the Hair and Scalp

Competencies and Suggested Objectives	
1. Develop natural hair care techniques based on structural properties, textural forms, and the hair growth process. ^{DOK2}	<ol style="list-style-type: none">a. Identify the parts of a hair strand.b. Describe the composition and characteristics of the hair root and shaft.c. Examine the chemical composition of hair and its reaction when various products are applied during the styling process.d. Demonstrate a hair analysis.e. Explain the different phases of the hair growth process.
2. Demonstrate hair management skills to apply on all hair types. ^{DOK2}	<ol style="list-style-type: none">a. Distinguish between hair type, texture, curl configuration.b. Identify properties of natural hair textures.<ul style="list-style-type: none">• Wavy• Kinky• Wiry• Curly (loose and tight)• Coily (loose and tight)
3. Identify styling techniques to clients with various hair and scalp disorders. ^{DOK2}	<ol style="list-style-type: none">a. Discuss causes of hair loss.<ul style="list-style-type: none">• Hereditary• Aging• Nutrition• Hormones• Medications• Health issuesb. Identify hair disorders and appropriate treatments.<ul style="list-style-type: none">• Canities (gray hair)• Hypertrichosis• Trichoptilosis• Chemical damagec. Identify scalp disorders or conditions and the appropriate treatment.<ul style="list-style-type: none">• Seborrheic dermatitis• Dandruff• Alopecia• Folliculitis keloidalis

Unit 4: Anatomy and Physiology

Competencies and Suggested Objectives

1. Relate an understanding of the basic structure and functions of the human body to the application of services and treatment to clients. ^{DOK1}
 - a. Describe the structure and reproduction of cells.
 - b. Identify the different types of tissue found in the body.
 - c. Explain the basic functions of the major body organs.
 - Brain
 - Heart
 - Kidneys
 - Liver
 - Skin
 - Stomach
 - d. Explain the basic functions of the body systems.
 - Skeletal
 - Muscular
 - Nervous
 - Circulatory
 - Endocrine
 - Digestive
 - Respiratory
2. Relate the importance of health and nutrition to hair care. ^{DOK1}
 - a. Identify the nutritional value of certain foods for hair care.
 - Seafood
 - Vegetables
 - Legumes
 - Dairy
 - Whole grain
 - b. Identify sources for nutrients and the ways they contribute to healthy hair.
 - Vitamins A – E
 - Zinc
 - Iron
 - Biotin

Unit 5: Shampooing and Conditioning

Competencies and Suggested Objectives

1. Demonstrate cleaning techniques for natural and textured hair care. ^{DOK2}
 - a. Identify types of shampoo based on the ingredients and functions they provide for the hair.
 - Detergents
 - Mild pH
 - Medicated
 - Protein/conditioning
 - Herbal/organic
 - b. Examine the advantages and disadvantages of alternative cleansing procedures for the hair and scalp.
 - Dry shampoo
 - Daily shampoo
 - Co-washing
2. Apply conditioning techniques for natural and textured hair. ^{DOK2}
 - a. Identify types of conditioners based on the ingredients and applications for the hair.
 - Leave-in
 - Instant
 - Protein
 - Moisturizers
 - Herbal/botanical

Enrichment

1. Students will demonstrate shampooing and conditioning techniques for natural and braided hair styles.

Note: Students can only apply or demonstrate cosmetology related techniques under the supervision of a certified cosmetology instructor.

Unit 6: Preparation for Grooming and Styling

Competencies and Suggested Objectives

1. Apply design principles and skills that enhance the overall appearance of clients. ^{DOK2}
 - a. Explain the five elements of design for creating hair styles.
 - Lines
 - Forms
 - Space
 - Texture
 - Color
 - b. Describe the five principles of design to consider for creating hair styles.
 - Proportion
 - Balance
 - Rhythm
 - Emphasis
 - Harmony
 - c. Explore characteristics that define facial structures.
 - Oval
 - Square
 - Diamond
 - Round
 - Oblong
 - Triangular (pear or heart shaped)
 - d. Demonstrate design techniques based on features and other special considerations.
 - Facial profiles
 - Hair partings
 - Wearing eyeglasses
 - Head and forehead shape
2. Demonstrate techniques to prepare for grooming and braiding styles. ^{DOK2}
 - a. Identify the appropriate use of tools and equipment for grooming and braiding styles.
 - Flat irons
 - Clips
 - Blow-dryer
 - Straightening combs
 - Thinning shears
 - Hood dryer
 - b. Research hair care products and applications commonly used for natural hair care.
 - Herbs
 - Plants
 - Oils

3. Apply design techniques based on hair and scalp conditions. ^{DOK2}
- a. Examine how components of the hair and scalp can affect a client's finished hair style.
- Color
 - Length
 - Texture
 - Density
 - Elasticity
 - Curl pattern

Note: Students can only apply or demonstrate cosmetology related techniques under the supervision of a certified cosmetology instructor.

Unit 7: Principles of Braiding and Braid Extensions

Competencies and Suggested Objectives

1. Describe and demonstrate basic braiding techniques. ^{DOK2}
 - a. Discuss the meaning and purpose of transitioning phases and protective hair styling.
 - b. Compare tools and materials required to perform basic braiding styles.
 - Twists
 - Coils
 - Individual braiding
 - Scalp braiding (corn rows)
 - Goddess braids
 - Faux locks
 - c. Demonstrate the basic braiding techniques.
2. Apply preparation, design, and finishing techniques for braiding with extensions. ^{DOK2}
 - a. Explain the various applications and purposes of extensions.
 - b. Identify the essential tools and materials to perform hair braiding extension styles.
 - Closure
 - Frontal
 - 360-degree
 - Lock stitch
 - Quick weaves
 - Natural part sew-in
 - Micro braids and twists
 - c. Demonstrate the basic braiding styles with extensions.

Note: Students can only apply or demonstrate cosmetology related techniques under the supervision of a certified cosmetology instructor.

Unit 8: Principles of Wigs and Hair Enhancements

Competencies and Suggested Objectives

1. Apply principles for styling and applying wigs for hair enhancement techniques. ^{DOK2}
 - a. Compare the advantages and disadvantages of synthetic and human hair styling purposes.
 - b. Identify the types of wigs based on construction and utility.
 - Machine made
 - Hand-tied
 - Semi-hand-tied
 - Cap or capless
 - c. Identify the appropriate tools to measure, style, and apply wigs.
 - d. Demonstrate methods to style and preserve the quality of wigs.
2. Demonstrate principles for styling and applying hairpieces and extensions for enhancement purposes. ^{DOK2}
 - a. Describe the function and method of application for hairpieces or additions.
 - Fashion
 - Micro-linking
 - Toupee
 - b. Describe the function and method of application for alternative extension techniques.
 - Braid and sew
 - Bonding
 - Fusion
 - Tube shrinking

Note: Students can only apply or demonstrate cosmetology related techniques under the supervision of a certified cosmetology instructor.

Unit 9: Financial Resource Management

Competencies and Suggested Objectives

1. Demonstrate financial resource management skills to operate a braiding and natural hair care business. ^{DOK2}
 - a. Identify start up and operating costs associated with managing a braiding and natural hair care business.
 - Products
 - Advertising
 - Insurance
 - Labor costs
 - Location or space costs
2. Demonstrate basic accounting and business record keeping practices. ^{DOK2}
 - a. Prepare a budget to manage income and expenses.
 - b. Simulate basic banking practices such as checking, debit, and savings.
 - c. Discuss the effective use of credit including debt management and credit report review.
 - d. Examine the process to comply with local, state, and federal tax obligations.

Unit 10: Career Development and Professionalism

Competencies and Suggested Objectives
1. Demonstrate job readiness and professional skills necessary for the workplace. ^{DOK2} a. Explore the principles that promote personal and professional life management skills. <ul style="list-style-type: none">• Goal setting• Time management• Communication• Self-marketing
2. Develop skills to build and maintain a professional hair care business image, such as attending national conferences and hair shows. ^{DOK3}
3. Demonstrate skills to establish and maintain relationships with clients. ^{DOK2} a. Identify methods to attract and maintain a client base. b. Design a code of ethics for operations and practices. c. Establish methods for clients to book appointments including digital apps. d. Plan a client consultation session. e. Develop questions and an observation guide to assess clients' needs and preferences.
4. Explore steps to operate a hair braiding business in Mississippi. ^{DOK2} a. Review the state licensure process. b. Explain the sanitation regulations concerning the operation of a hair styling business. c. Identify fees, examinations, and other requirements to operate a hair styling business.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Program Orientation		
	1.	Describe the expectations, procedures, and opportunities in the natural hair care and braiding program.
	2.	Describe the history and culture of the natural hair care industry.
	3.	Describe career opportunities available in the natural hair care industry.
Unit 2: Safety and Infection Control		
	1.	Apply safety and infection control practices to promote a healthy and clean hair care environment.
	2.	Demonstrate methods to prevent and control the spread of disease in a salon environment, such as decontamination, disinfection, and sterilization.
Unit 3: Properties of the Hair and Scalp		
	1.	Develop natural hair care techniques based on structural properties, textural forms, and the hair growth process.
	2.	Demonstrate hair management skills to apply on all hair types.
	3.	Identify styling techniques to clients with various hair and scalp disorders.
Unit 4: Anatomy and Physiology		
	1.	Relate an understanding of the basic structure and functions of the human body to the application of services and treatment to clients.
	2.	Relate the importance of health and nutrition to hair care.
Unit 5: Shampooing and Conditioning		
	1.	Demonstrate cleaning techniques for natural and textured hair care.
	2.	Apply conditioning techniques for natural and textured hair.
Unit 6: Preparation for Grooming and Styling		
	1.	Apply design principles and skills that enhance the overall appearance of clients.
	2.	Demonstrate techniques to prepare for grooming and braiding styles.
	3.	Apply design techniques based on hair and scalp conditions.
Unit 7: Principles of Braiding and Braid Extensions		

	1.	Describe and demonstrate basic braiding techniques.
	2.	Apply preparation, design, and finishing techniques for braiding with extensions.
Unit 8: Principles of Wigs and Hair Enhancements		
	1.	Apply principles for styling and applying wigs for hair enhancement techniques.
	2.	Demonstrate principles for styling and applying hairpieces and extensions for enhancement purposes.
Unit 9: Financial Resource Management		
	1.	Demonstrate financial resource management skills to operate a braiding and natural hair care business.
	2.	Demonstrate basic accounting and business record keeping practices.
Unit 10: Career Development and Professionalism		
	1.	Demonstrate job readiness and professional skills necessary for the workplace.
	2.	Develop skills to build and maintain a professional hair care business image, such as attending national conferences and hair shows.
	3.	Demonstrate skills to establish and maintain relationships with clients.
	4.	Explore steps to operate a hair braiding business in Mississippi.

Appendix A: Industry Standards

Milady Standard Natural Hair Care and Braiding

Standards	Units	1	2	3	4	5	6	7	8	9	10
MSNHCB1		X								X	X
MSNHCB2			X	X							X
MSNHCB3		X								X	X
MSNHCB4		X		X			X	X	X		X
MSNHCB5				X			X	X	X		
MSNHCB6			X	X	X		X	X	X		
MSNHCB7					X		X	X	X		
MSNHCB8				X	X	X	X	X	X		
MSNHCB9				X		X	X	X	X		
MSNHCB10				X			X	X	X		

¹ *Milady's Standard Natural Hair Care and Braiding*. (2014). Boston, MA: Cengage Learning, Inc. (<http://www.milady.com>)

MSNHCB1 History and career opportunities

Explain the origins of natural hair care and braiding.
Name the advancements made in black culture throughout the centuries.
List the career paths for natural hair stylists.

MSNHCB2 Infection control principles and practices

Understand the state laws and rules regarding infection control.
List the types of bacteria and their classifications.
Explain how bloodborne pathogens are transmitted.
Explain the differences between cleaning, disinfecting, and sterilizing.
Discuss Universal Precautions.

MSNHCB3 Basic principles for personal and professional success

List the principles that contribute to personal and professional life management skills.
Discuss the practical steps to success.
Explain how to set long-term and short-term goals.
Define ethics.
Discuss the most effective ways to manage time.
Define personality development and attitude.
Discuss how to build client trust.
Describe how to maintain a professional attitude.
Describe how to nurture the client's total well-being.

MSNHCB4 The professional consultation

Explain why communication is important to the natural stylist.
Address issues with clients due to insecurity about appearance.
Determine the importance of facial shape in the outcome of a style.
Recommend style by face shape.
Know the terms specific to a natural hair care consultation.

List the 17 questions necessary for a thorough client consultation.
Explain the steps necessary for an effective client consultation.

MSNHCB5 Hair types, structure, and textural differences

Name and describe the structures of the hair root.
List and describe the layers of the hair shaft.
Discuss the qualities and characteristics of the varying hair textures.
List the different factors to consider during hair analysis.
Describe the three phases of hair.

MSNHCB6 Hair and scalp diseases and disorders

Discuss the types of hair loss and their causes.
Describe the treatment procedures for hair loss.
Name and describe the varying hair disorders and treatments.

MSNHCB7 Basic anatomy, physiology, and nutrition

Define and explain the importance of anatomy and physiology and how it relates to the profession of natural hair care and braiding.
Name 9 body organs and the 11 body systems.
Explain the basic functions of the 11 body systems.
Discuss good nutrition and the role it plays in maintaining hair.

MSNHCB8 Shampoos, conditioners, herbal treatments, and rinses

Shampoo braids and natural hair.
Remove braids before shampooing for touch-ups.
Describe nurturing shampoo techniques for textured hair.
Explain the different types of shampoos.
Discuss types of herbal rinses, essential oils, and conditioners.

MSNHCB9 Manageability of textured hair

Explain the importance of regular cutting and trimming.
Describe how to safely brush and comb out texture hair and how to section hair to prepare for various braiding designs and natural texturizing techniques.
Describe shampoo and massaging techniques.
Identify hair crafter's tools and know how to handle them to create braiding and other natural styling techniques.
Explain how to straighten natural hair without the use of chemicals.
Describe how to apply various hair oils and conditioning processes.

MSNHCB10 Natural Hair and Braid-Sculpting Techniques

Identify the fundamental terms used in the industry.
Explain the general information about the benefits of transitional styling, protective styling, and the "big chop."
Perform a range of textured, transitional, and protective styles.