



2023 Barbering

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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.

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Standards

Standards and alignment crosswalks are referenced in the appendices. 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 Barbering curriculum is aligned to the following standards.

Mississippi Board of Barber Examiners

The Mississippi Board Barber Examiners (MSBBE) is an independent state government agency that establishes rules and regulations that regulate the instruction and practice of barbering and related professions. The board sets licensure qualifications and procedures for exam administration. Additionally, the board determines regulations setting forth sanitation requirements for the operation of barbering establishments, for the benefit of the consumer and for public health.

msbarberboard.com

National Skills Standards for Cosmetology

Milady Standard Barbering, 6th edition. (2017) Clifton Park, NY. Cengage.

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 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

Barbering is a pathway in the human services career cluster. It is a two-year high school program that includes classroom and hands-on experiences for students who wish to care for hair, nails, and skin. Over the course of study, students will learn the theory and practice of hair, cosmetics, and nail design. Emphasis is also placed on career and professional development by focusing on salon operation and management.

Instructional strategies and activities implemented throughout the course of study are aligned to the requirements of the state barbering board. Students will be required to obtain a minimum of 100 practical (clinical) 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

Students who successfully complete the program may choose to transfer the accumulated practical hours to a certified barbering school to complete the licensure process. In addition, students may choose to continue their education at a post-secondary institution. Students who choose to attend a postsecondary program may enter a barbering technical program. After completion of the postsecondary program and becoming a licensed cosmetologist, students may enter the workforce as a salon stylist, nail, or skin technician. In addition, students will be able to pursue salon ownership. Continuing education credits and training with the state board allow for advanced positions such as master stylists and instructor roles.

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, student maturity, and CTE delivery method. This is a hands-on, classroom and lab-based course. Therefore, a maximum of 15 students is recommended per class with only one class with the teacher at a time.

Student Prerequisites

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

1. 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 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 Barbering—Course Code: 993435**
2. **Basic Barbering—Course Code: 993370**
3. **Advanced Barbering—Course Code: 993310**
4. **Applications of Barbering—Course Code: 993340**

Course Description: Introduction to Barbering

This course introduces students to the field of barbering and identifies some of the historical, current, and future trends affecting the industry and the impact that this trade has on society and the global economy. Students will learn safety and infection control processes as well as general tools of the trade. This course will allow students to study general aspects of human anatomy and physiology to understand their importance to barbering.

Course Description: Basic Barbering

This course provides students with a general understanding of chemistry and electricity to understand the relationship to barbering processes. Students will be introduced to basic skin and nail care techniques before receiving more in-depth lessons about scalp and skin structure, disorders, and treatment. Lastly, this course will enable students to perform men's basic facial hair treatments, including massaging and shaving techniques.

Course Description: Advanced Barbering

The focus of this course is to provide students with more in-depth and practical barbering skills and techniques. Students will gain an understanding of haircutting, thermal styling, permanent waving, and chemical relaxing. Previous science and structural content will be reviewed to refresh students' knowledge for application to relevant material. In addition, students will learn techniques for basic and classic hairstyles for men. This course will cover the more advanced principles of hair design such as hair replacement solutions.

Course Description: Applications of Barbering

In this course, students will develop the skills necessary to provide hair care services for women as well. Students will learn women's haircutting and styling principles that can be offered in a barbershop. Additionally, students will be able to apply proper coloring and lightening services for men and women clientele. This course will conclude with a review of the business skills necessary to practice barbering and operate a successful business.

Introduction to Barbering—Course Code: 993435

Unit	Unit Name	Hours
1	Program Orientation	20
2	Safety and Infection Control	40
3	Implements, Tools, and Equipment	40
4	General Anatomy and Physiology	40
Total		140

Basic Barbering—Course Code: 993370

Unit	Unit Name	Hours
5	Basic Chemistry and Electricity	30
6	Introduction to Skin and Nail Care	30
7	Properties and Treatment of the Hair and Scalp	40
8	Men’s Facial Treatments and Hair Design	40
Total		140

Advanced Barbering—Course Code: 993310

Unit	Unit Name	Hours
9	Men’s Haircutting and Styling	45
10	Men’s Hair Replacement	45
11	Chemical Texture Services	50
Total		140

Applications of Barbering—Course Code: 993340

Unit	Unit Name	Hours
12	Women’s Haircutting and Styling	50
13	Hair Coloring and Lightening	50
14	Preparing for Licensure and Employment	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. Barbering I—Course Code: 993350**
- 2. Barbering II—Course Code: 993360**

Course Description: Barbering I

This course introduces students to the field of barbering and identifies some of the historical, current, and future trends affecting the industry and the impact that this trade has on society and the global economy. Students will learn safety and infection control processes as well as general tools of the trade. This course will allow students to study general aspects of human anatomy and physiology to understand their importance to barbering. It will also provide students with a general understanding of chemistry and electricity to understand the relationship to barbering processes. Students will be introduced to basic skin and nail care techniques before progressing to more in-depth lessons about scalp and skin structure, disorders, and treatment. Lastly, this course will enable students to perform men’s basic facial hair treatments, including massaging and shaving techniques.

Course Description: Barbering II

The focus of this course is to provide students with more in-depth and practical barbering skills and techniques. Students will gain an understanding of haircutting, thermal styling, permanent waving, and chemical relaxing. Previous science and structural content will be reviewed in this course to refresh students’ knowledge for application to relevant material. In addition, students will learn techniques for basic and classic hairstyles for men. This course will also cover the more advanced principles of hair design such as hair replacement solutions. As a result of this course, students will develop the skills necessary to provide hair care services for women as well. Students will learn women’s haircutting and styling principles that can be offered in a barbershop. Additionally, students will be able to apply proper coloring and lightening services for men and women clientele. This course will conclude with a review of the business skills necessary to practice barbering and operate a successful business.

Barbering I—Course Code: 993350

Unit	Unit Name	Hours
1	Program Orientation	20
2	Safety and Infection Control	40
3	Implements, Tools, and Equipment	40
4	General Anatomy and Physiology	40
5	Basic Chemistry and Electricity	30
6	Introduction to Skin and Nail Care	30
7	Properties and Treatment of the Hair and Scalp	40
8	Men's Facial Treatments and Hair Design	40
Total		280

Barbering II—Course Code: 993360

Unit	Unit Name	Hours
9	Men's Haircutting and Styling	45
10	Men's Hair Replacement	45
11	Chemical Texture Services	50
12	Women's Haircutting and Styling	50
13	Hair Coloring and Lightening	50
15	Preparing for Licensure and Employment	40
Total		280

Career Pathway Outlook

Overview

This program is designed to provide classroom theory and practical application in tasks related to barbering. It prepares students for a variety of occupations in barbering including barber, cosmetologist, and entrepreneur. Course content provides coherent and rigorous alignment with challenging academic standards and relevant technical knowledge needed to prepare for further education and careers in various fields related to cosmetology.

Needs of the Future Workforce

Mississippi classifies jobs in the barbering industry as personal care and service occupations. Occupations within this classification include barbers, cosmetologists, hairstylists, hairdressers, and skincare specialists. Nationwide, the field of barbering and cosmetology is expected to grow by 19% between 2020 – 2030 (BLS, 2022). 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 barbers. 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 and the United States Bureau of Labor Statistics.

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2018	Projected Jobs, 2028	Change (Number)	Change (Percent)	Average Hourly Earnings, 2021
Barbers, Hairdressers, Hairstylists, and Cosmetologists	2,230	2,280	50	2.2%	\$16.63
Manicurist/Pedicurist	230	240	10	4.3%	\$18.07
Skincare Specialist	270	300	30	11.1%	\$19.96

Source: Mississippi Department of Employment Security; mdes.ms.gov (2022).

Perkins V Requirements

The Barbering curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in barbering. It also offers students a program of study including secondary, postsecondary, and institutions of higher learning courses that will further prepare them for barbering careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Finally, it provides 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 Barbering 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' background, 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 in Mississippi that will foster the types of learning expected from the Barbering curriculum. Family, Career and Community Leaders of America (FCCLA) is an example of a student organization with many outlets for cosmetology. Student organizations provide participants and members with growth opportunities and competitive events. They also open doors to the world of barbering 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 Barbering 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 Barbering curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the Barbering curriculum that will allow and encourage collaboration with professionals currently in the barbering field.

Work-Based Learning

Work-based learning (WBL) is an extension of understanding competencies taught in the classroom. This program may require students to obtain a minimum of 35 practical hours, which may include, but are not limited to clinicals or worksite field experiences, entrepreneurship, internships, pre-apprenticeships, school-based enterprises, job placements, and simulated worksites. 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. For more information on embedded WBL, visit the Mississippi Work-Based Learning Manual on the RCU website, rcu.msstate.edu.

Professional Organizations

Aesthetic International Association

iaaesthetics.org

American Association of Barbering Schools

beautyschools.org

Association for Career and Technical Education

actonline.org

Associated Hair Professionals

associatedhairprofessionals.com

Associated Skin Care Professionals

ascpskincare.com

Association of Cosmetology Salon Professionals (ACSP)

mycosmetology.org

Intercoiffure America/Canada

intercoiffure.com

Mississippi ACTE

mississippiacte.com

Mississippi FCCLA

mdek12.org/cte/so/fccla

Mississippi State Board of Barbering (MSBC)

msbc.state.ms.us

National Coalition of Estheticians, Manufacturers/Distributors and Associations (NCEA)

ncea.tv

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

hfclainc.org

Professional Beauty Association

probeauty.org

The American Hair Loss Council

ahlc.org

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

All teachers should request to be added to the Canvas Resource Guide for their course. For questions or 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 of the units may include an enrichment section at the end. This material will greatly enhance the learning experiences of students. If the Barbering program is using a national certification, work-based learning, or another measure of accountability that aligns with Perkins V as a quality indicator, this material could be assessed on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Program Orientation

Competencies and Suggested Objectives	
1.	Discuss the expectations, procedures, and opportunities in the barbering program. ^{DOK1} <ol style="list-style-type: none">Review the curriculum standards, competencies, and objectives.Explain school and program policies for emergency procedures and the proper use of lab equipment.Identify leadership opportunities in student organizations, such as FCCLA.Demonstrate 100% accuracy on a federally required safety test.
2.	Describe the origin of barbering and explain the influence of historical events on the profession over the years. ^{DOK1} <ol style="list-style-type: none">Research the significance of the major historical developments made in barbering over the years.<ul style="list-style-type: none">Egyptian eraBarber surgeonsBarber poleA.B. Moler Barber SchoolResearch the function of barbering organizations and how they impacted the barbering profession.<ul style="list-style-type: none">Associated Master Barbers and Beauticians of America (AMBBA)National Association of Barber Boards of America (NABBA)Mississippi Board of Barber Examiners (MBBE)
3.	Demonstrate personal and professional employability skills that are beneficial for a successful career in barbering. ^{DOK1} <ol style="list-style-type: none">Describe the skills and habits that are necessary to establish and maintain a successful career as a barber.<ul style="list-style-type: none">Attitude and personalityCommunicationDecision- and goal-making skillsEthical practicesProfessional imageStudy skillsTime management skills

4. Discuss career opportunities available in the barbering industry. ^{DOK1}
- a. Research the education and training required for various career paths in barbering.
- Barber
 - Barber instructor
 - Business owner
 - Cosmetologist
 - Master barber
 - Platform artist
 - Product educator/distributor
 - Sales consultant

Note: Content and time on tasks for this unit will be distributed throughout the instructional hours for the course. Students are required to complete a written safety test with 100% accuracy before beginning lab experiences. This test should be documented and filed for each student.

Unit 2: Safety and Infection Control

Competencies and Suggested Objectives

1. Describe principles established to prevent or control the spread of infections and diseases in a barbershop environment. ^{DOK2}
 - a. Identify the role of government agencies to mandate and enforce policies that regulate the barbering industry.
 - Mississippi Board of Barber Examiners (MBBE)
 - Mississippi State Department of Health (MSDH)
 - Mississippi Department of Environmental Quality (MDEQ)
2. Demonstrate methods of decontamination, disinfection, and sterilization to prevent and control the spread of disease in the barbershop. ^{DOK2}
 - a. Explain the differences between cleaning, disinfecting, and sterilizing in barbershops.
 - b. Describe the types of infections within the four groups of organisms that are a potential danger in a salon environment.
 - Bacteria
 - Viruses
 - Fungi
 - Parasites
 - c. Identify how and when to apply cleaning methods and solutions in the barbershop.
 - Antiseptics
 - Disinfectants
 - Bleach
 - d. Describe universal precautions and the process for cleaning tools, equipment, and surfaces.

Enrichment

1. Pursue a cardiopulmonary resuscitation (CPR) and first aid certification.

Unit 3: Implements, Tools, and Equipment

Competencies and Suggested Objectives	
1. Describe the proper tools and implements to perform various procedures in barbering. ^{DOK2}	
a. List the basic tools used in barbering and explain the various parts and functions of each implement.	<ul style="list-style-type: none">• Combs (e.g., taper, wide-tooth, tail, pick, etc.)• Brushes• Shears (e.g., texturizing, thinning, and blending)• Clippers and trimmers• Straight razors
b. Explain the purpose of essential equipment and supplies used in barbering.	<ul style="list-style-type: none">• Barber chair• Drapes and capes• Towels and linens• Appliances (e.g., latherizers, thermal styling tools, etc.)
c. Describe how to maintain basic barbering equipment to extend the duration and quality of the tool.	
2. Display the proper handling and use of basic barbering tools and implements. ^{DOK2}	
a. Explain techniques to hold and manipulate the types of combs, brushes, and shears used in barbering.	<ul style="list-style-type: none">• Finger placement• Palming• Transferring• Right-handed• Left-handed
b. Demonstrate the parts of a straight razor, how to hold it, and ways to prepare the tool such as honing and stropping the razor.	

Unit 4: General 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. ^{DOK2}
 - a. Describe the basic structure of cells, how they function, and the cell reproduction process.
 - b. Identify the different types of tissue found in the body based on function and location.
 - Connective
 - Epithelial
 - Muscle
 - Nerve
 - c. Explain the basic functions of the major body organs.
 - Brain
 - Heart
 - Kidneys
 - Liver
 - Skin
 - Stomach
 - d. Identify and explain the functions of the main body systems.
 - Skeletal
 - Muscular
 - Nervous
 - Lymphatic
 - Excretory
 - Reproductive
 - Integumentary
 - Circulatory
 - Endocrine
 - Digestive
 - Respiratory

Unit 5: Basic Chemistry and Electricity

Competencies and Suggested Objectives

1. Apply basic chemistry concepts that affect the hair, skin, and nails and are essential for providing barber services. ^{DOK2}
 - a. Define chemistry and explain the difference between organic and inorganic substances.
 - b. Describe matter and identify the types of substances found in its three states: solid, liquid, and gas.
 - c. Identify the processes that occur during the physical and chemical changes of matter.
 - Oxidation
 - Redox
 - Reduction
 - d. Describe the differences between solutions, suspensions, and emulsions and identify the salon products within each category.
 - e. Explain how chemical properties and compound reactions of salon products affect the hair, skin, and nails.
 - Potential hydrogen (pH)
 - pH scale
 - Acids
 - Alkalis
 - f. Identify and describe the purpose of chemical ingredients found in many salon products used by barbers.
 - Alkanolamines
 - Ammonia
 - Glycerin
 - Silicones
 - Volatile alcohols
 - Volatile organic compounds
2. Apply basic concepts of electricity that impact the services provided by barbers. ^{DOK2}
 - a. Explain the nature of electricity and the two types of electric currents.
 - Electric current
 - Conductor
 - Nonconductor
 - Direct current
 - Alternating current
 - b. Identify the different types of electrical measurements.
 - Volt
 - Ampere
 - Milliampere
 - Ohm
 - Watt
 - Kilowatt

c. Explain how certain devices and processes promote safety with electricity.

- Fuse
- Circuit breaker
- Grounding
- Underwriters' Laboratories (UL) guidelines

Unit 6: Introduction to Skin and Nail Care

Competencies and Suggested Objectives

1. Relate the basic elements of the skin's anatomy and functions to the techniques that support skin care services.^{DOK2}
 - a. Describe the two main layers of the skin and their structures and functions.
 - b. Identify causes of various symptoms that are characteristic of the main types of skin disorders.
 - Lesions
 - Glands
 - Infections
 - Pigment
 - Cancer
 - Acne
 - c. Explain how intrinsic and extrinsic factors (e.g., aging, dermatitis, etc.) affect the skin and identify methods of protection from each factor.
2. Relate the basic elements of nail anatomy and health to the application of nail care services.^{DOK2}
 - a. Describe elements of the nail structure, composition, and growth process.
 - Nail plate
 - Nail bed
 - Matrix
 - Cuticle
 - Eponychium
 - Hyponychium
 - Ligaments
 - Nail folds
 - b. Recognize various nail diseases and disorders and identify which conditions can be treated by a salon professional.
 - Bruised
 - Hangnail
 - Discolored
 - Onychia
 - Psoriasis
 - Tinea pedis
3. Relate diet and nutrition principles to beauty care maintenance.^{DOK2}
 - a. Identify how essential nutrients benefit the skin, nails, and hair.
 - Water
 - Carbohydrates
 - Fats
 - Minerals
 - Proteins
 - Vitamins
 - b. Identify food sources for essential vitamins such as A, C, D, and E.

c. Explain the basic food groups and identify the recommended amounts in each to support health.

- Grains
- Vegetables
- Fruit
- Milk
- Meat and beans

Unit 7: Properties and Treatment of the Hair and Scalp

Competencies and Suggested Objectives
<p>1. Discuss the relationship between the structural properties, textural forms, and growth process of the hair. ^{DOK2}</p> <ol style="list-style-type: none">Identify the parts of a hair strand.Describe the composition and characteristics of the hair root and shaft.Examine the chemical composition of hair and its reaction when various products are applied during the styling process.Demonstrate a hair analysis.Explain the different phases of the hair growth process.
<p>2. Apply hair management techniques based on the different hair types, textures, and configuration. ^{DOK2}</p> <ol style="list-style-type: none">Distinguish between meanings of hair type, texture, and curl configuration.Identify distinct properties of natural hair textures.<ul style="list-style-type: none">WavyKinkyWiryCurly (loose and tight)Coily (loose and tight)Describe management techniques best suited for specific hair types, textures, and configurations.
<p>3. Describe symptoms of and remedies for various hair and scalp disorders. ^{DOK2}</p> <ol style="list-style-type: none">Explain how various disorders can lead to hair loss.<ul style="list-style-type: none">HereditaryAgingNutritionHormonesMedicationsHealth issuesIdentify hair disorders and diseases and explain the appropriate treatments.<ul style="list-style-type: none">Canities (gray hair)HypertrichosisTrichoptilosisChemical damageIdentify scalp disorders and diseases and explain the appropriate treatment.<ul style="list-style-type: none">Seborrheic dermatitisDandruffAlopeciaFolliculitis keloidalis

Unit 8: Men's Facial Treatments and Hair Design

Competencies and Suggested Objectives

1. Apply barbering techniques to perform men's facial massages. ^{DOK3}
 - a. Identify specific areas of the scalp, face, and neck targeted to perform facial massages.
 - Face muscles
 - Scalp muscles
 - Neck muscles
 - Cranial nerve
 - Arteries and veins
 - b. Describe the purpose and effect of different methods used for services on men's scalp, face, and neck areas.
 - Massages
 - Facial treatments
 - Facial and electrotherapy equipment
 - c. Demonstrate the proper use of equipment, materials, and implements to perform the steps for men's basic facial treatments and massages.
 - Massage manipulations
 - Brush machine
 - Facial steamer
 - Basic facial procedure
2. Follow basic guidelines and techniques for shaving and facial hair design. ^{DOK3}
 - a. Explain the general guidelines to consider prior to performing a facial shave, including hair type and growth factors.
 - b. Identify the fourteen shaving areas of the face from the standpoints of a left- and right-handed barber.
 - c. Demonstrate razor handling techniques based on proper body positioning, razor position, and strokes.
 - Cutting stroke
 - Freehand
 - Backhand
 - Reverse freehand
 - Reverse backhand
 - d. Describe the basic types of shaves and demonstrate the preparation, shaving, and finishing methods involved in each step.
 - Second-time-over shave
 - Once-over shave
 - Close shave
 - Neck and outline shave
 - e. Demonstrate grooming and shaping techniques for beard and mustache designs.

Unit 9: Men's Haircutting and Styling

Competencies and Suggested Objectives

1. Demonstrate skills and techniques to provide precise haircuts and hairstyles for clients.
DOK3
 - a. Identify elements of the structural features that influence haircutting and styling designs.
 - Head form
 - Face shape
 - Neck length
 - Ear size and position
 - b. Describe the five principles of design and how they are used to create distinct styles.
 - Color
 - Form (shape)
 - Line
 - Space
 - Texture
 - c. Explain terms that can be used interchangeably when performing basic haircutting and hairstyling services.
 - Angles
 - Cross-checking
 - Directional terms
 - Elevation
 - Projection
 - d. Display haircutting techniques using basic implements such as shears, clippers, and razors.
 - Clipper-over-comb cutting
 - Clipper or trimmer arching
 - Fingers-and-shear cutting
 - Freehand clipper cutting
 - Fingers-and-razor cutting
 - Razor-over-comb cutting
 - Shear-over-comb cutting
 - e. Demonstrate preparation and steps to perform basic haircut styles.
 - Basic taper cut
 - Caesar cut
 - Classic pompadour
 - Flat top and crew cut
 - Precision and razor cut
 - Pompadour and temple fade
 - Quo Vadis
 - Head shave

Unit 10: Men's Hair Replacement

Competencies and Suggested Objectives

1. Discuss methods involved in applying the various options available as hair replacement solutions for clients. ^{DOK3}
 - a. Define hair replacement system and explain how the process has changed over the years.
 - b. Explain the different types of medical hair replacement options and compare the benefits of each method.
 - Hair transplantation
 - Flap surgery
 - Low-light laser therapy
 - Medications (e.g., minoxidil and finasteride)
 - Scalp reduction
 - c. Describe the basic options to choose from prior to providing hair replacement systems.
 - Type of hair (e.g., human, synthetic, or mixed)
 - Base construction (e.g., machine-made, handmade, or mixed)
 - Stock or custom system
 - d. Compare the benefits and factors involved in the different types of hair placement systems.
 - Full head bonding
 - Lace-front
 - Facial solutions
 - Full wigs
 - e. Detail the steps and equipment necessary to provide styling and care techniques for hair replacement systems.
 - Template design
 - Plaster molding
 - Application and removal
 - Coloring
 - Cleaning
 - Permanent waves

Unit 11: Chemical Texture Services

Competencies and Suggested Objectives

1. Apply methods and professional techniques to perform chemical hair services to achieve certain appearances. ^{DOK3}
 - a. Describe the general chemical and physical changes that occur to the hair structure because of chemical texturizing services.
 - b. Explain why and how to analyze the components of the hair and scalp before applying chemical texture services.
 - Scalp condition
 - Porosity
 - Texture
 - Elasticity
 - Density
 - Length
 - Growth direction
 - c. Compare the three types of chemical texture services based on their effects on hair, the types of products used, and the process involved in each method.
 - Permanent or chemical waving
 - Chemical hair relaxing
 - Curl reformation
2. Demonstrate the techniques and methods used to perform a permanent wave service. ^{DOK3}
 - a. Define permanent waving and explain the chemical and physical process that occurs to the hair during the procedure.
 - b. Explain the significance of the different types of rods and how they affect the size, shape, and curl pattern in permanent waving.
 - Diameter
 - Length
 - Straight
 - Concave
 - Bender
 - Circle
 - c. Explain the purpose of end papers and the process involved in each technique.
 - Bookend wrap
 - Single flat or single end wrap
 - Double flat or double-end wrap
 - d. Describe the difference between the types of permanent wave selections.
 - Acid waves
 - Acid-balanced waves
 - Alkaline waves or cold waves
 - Ammonia-free waves
 - Exothermic waves
 - Low-pH waves
 - Thio-free waves

<ul style="list-style-type: none"> • True acid waves
<p>3. Demonstrate the chemical service process of safely changing curly or wavy hair into a straightened appearance. ^{DOK3}</p> <ol style="list-style-type: none"> a. Define chemical hair relaxing and explain the difference between the basic two types. <ul style="list-style-type: none"> • Thio relaxers • Hydroxide relaxers b. Explain the difference between base and no-base relaxers. c. List the steps of the three strand tests to be required before applying a chemical relaxing process.
<p>4. Explain the process and techniques used to perform a curl reformation chemical service. ^{DOK3}</p> <ol style="list-style-type: none"> a. Define curl reformation and explain treatment results based on the type of products used in the process. <ul style="list-style-type: none"> • Activators • Boosters • Moisturizers • Neutralizers • Rearrangers

Unit 12: Women's Haircutting and Styling

Competencies and Suggested Objectives

1. Demonstrate the basic principles of women's hair cutting that support the foundation of hair design. ^{DOK2}
 - a. Describe the elements of focus areas of the head that promote quality haircut services.
 - Reference points
 - Areas of the head
 - Elevation
 - Cutting lines
 - Guidelines
 - Over direction
 - b. Identify the purpose of the factors involved in a client consultation prior to a cutting service.
 - Client analysis
 - Face shape
 - Hair analysis
 - Wave pattern
 - c. Identify the purpose of and proper handling techniques for basic hair cutting tools.
 - Shears
 - Razors
 - Clippers
 - Combs
 - Trimmers
 - Sectioning clips
 - d. Demonstrate the steps to perform basic cutting techniques, such as blunt, graduated, and layered methods.
 - e. Describe the purpose and the tools used in advanced cutting procedures.
 - Bangs
 - Curly hair
 - Razor cutting
 - Slide cutting
 - Scissor-over-comb
 - Clippers and trimmers
2. Apply foundational skills and techniques to create hairstyles for female clients. ^{DOK2}
 - a. Identify the products and tools required to create wet hairstyling techniques, such as finger waves, pin curls, and roller curls.
 - b. Explain the steps to achieve the desired outcome of various styling techniques.
 - Backcombing and back brushing
 - Hair wrapping
 - Blow-dry styling
 - c. Describe the design purposes of thermal hairstyling tools and the proper use of thermal irons.
 - d. Identify the materials and procedures to implement various hairstyling techniques for

left- or right-handed stylists.

- Horizontal finger waving
- Curved or sculpted curls
- Wet set with rollers
- Blow-drying finishes and hair types
- Curling short and medium length hair

Unit 13: Hair Coloring and Lightening

Competencies and Suggested Objectives

1. Apply principles of hair care, color, and design to establish the foundation for quality hair coloring techniques in the salon. ^{DOK3}
 - a. Identify the role hair structures such as texture, density, and porosity have in the hair coloring process.
 - b. Explain the elements that are necessary to consider when identifying natural hair color and tones.
 - Melanin
 - Undertones
 - Level system
 - Gray hair
 - Color theory
 - c. Describe the general use of various types of hair colorings and processes.
 - Temporary
 - Semi-permanent
 - Demi-permanent
 - Permanent
 - Lighteners
 - Decolorizing process
 - Natural and metallic colors
 - Hydrogen peroxide developer
2. Demonstrate the techniques of the hair coloring process. ^{DOK2}
 - a. Explain the steps of communication and preparation necessary for the hair coloring service.
 - Consultation
 - Release form
 - Hair color formulation
 - Mixing permanent colors
 - b. Explain the procedures to apply hair color, including the safety precautions for each step.
 - Preliminary strand test
 - Temporary hair color
 - Semi-permanent
 - Single process
 - Permanent single process retouch with a glaze
 - c. Describe the purpose of various types of lighteners, toners, and highlighting.
 - d. Describe the guidelines to follow for color correction and how to properly color gray hair.

Unit 14: Preparing for Licensure and Employment

Competencies and Suggested Objectives

1. Describe the requirements and process to obtain a barbering license in Mississippi. ^{DOK2}
 - a. Review the Mississippi Board of Barber Examiners website to identify the rules and regulations for becoming a licensed cosmetologist.
 - Theoretical hours
 - Practical hours
 - Written exam
 - Practical exam
 - Application and fees
 - b. Develop skills and techniques to obtain employment as a cosmetologist.
 - Research positions
 - Prepare résumé
 - Design employment portfolio
 - Practice interview techniques
2. Demonstrate business knowledge and skills that are necessary to operate a salon. ^{DOK2}
 - a. Compare the differences between salon ownership and renting a booth in an existing salon.
 - b. Describe the different types of salon ownership.
 - Individual
 - Partnership
 - Corporation
 - Franchise
 - c. Develop the necessary business skills and procedures to successfully manage a salon.
 - Pricing of services
 - Customer service
 - Computer skills
 - Shop maintenance
 - Record keeping
 - Managing clients and appointments

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.	Discuss the expectations, procedures, and opportunities in the Barbering program.
	2.	Describe the origin of barbering and explain the influence of historical events on the profession over the years.
	3.	Demonstrate personal and employability skills that are beneficial for a successful career in barbering.
	4.	Discuss career opportunities available in the barbering industry.
Unit 2: Safety and Infection Control		
	1.	Describe principles established to prevent or control the spread of infections and diseases in a barbershop environment.
	2.	Demonstrate methods of decontamination, disinfection, and sterilization to prevent and control the spread of disease in a barbershop.
Unit 3: Implements, Tools, and Equipment		
	1.	Describe the proper tools and implements to perform various procedures in barbering.
	2.	Display the proper handling and use of basic barbering tools and implements.
Unit 4: General 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.
Unit 5: Basic Chemistry and Electricity		
	1.	Apply basic chemistry concepts that affect the hair, skin, and nails and are essential for providing barber services.
	2.	Apply basic concepts of electricity that impact the services provided by barbers.
Unit 6: Introduction to Skin and Nail Care		
	1.	Relate the basic elements of the skin's anatomy and functions to the techniques that support skin care services.
	2.	Relate the basic elements of nail anatomy and health to the application of nail care services.
	3.	Relate diet and nutrition principles to beauty care maintenance.

Unit 7: Properties and Treatment of the Hair and Scalp	
1.	Discuss the relationship between the structural properties, textural forms, and growth process of the hair.
2.	Apply hair management techniques based on the different hair types, textures, and configuration.
3.	Describe symptoms of and remedies for various hair and scalp disorders.
Unit 8: Men’s Facial Treatments and Hair Design	
1.	Apply barbering techniques to perform men’s facial massages.
2.	Follow basic guidelines and techniques for shaving and facial hair design.
Unit 9: Men’s Haircutting and Styling	
1.	Demonstrate skills and techniques to provide precise haircuts and hairstyles for clients.
Unit 10: Men’s Hair Replacement	
1.	Discuss methods involved in applying the various options available as hair replacement solutions for clients.
Unit 11: Chemical Texture Services	
1.	Apply methods and professional techniques to perform chemical hair services to achieve certain appearances.
2.	Demonstrate the techniques and methods used to perform a permanent wave service.
3.	Demonstrate the chemical service process of safely changing curly or wavy hair into a straightened appearance.
4.	Explain the process and techniques used to perform a curl reformation chemical service.
Unit 12: Women’s Haircutting and Styling	
1.	Demonstrate the basic principles of women’s hair cutting that support the foundation of hair design.
2.	Apply foundational skills and techniques to create hairstyles for female clients.
Unit 13: Hair Coloring and Lightening	
1.	Apply principles of hair care, color, and design to establish the foundation for quality hair coloring techniques in the salon.
2.	Demonstrate the techniques of the hair coloring process.
Unit 14: Preparing for Licensure and Employment	
1.	Describe the requirements and process to obtain a barbering license in Mississippi.
2.	Demonstrate business knowledge and skills that are necessary to operate a salon.

Appendix A: Unit References

Suggested resources are listed below.

Milady standard barbering. (2017). Clifton Park, NY: Cengage.

Milady standard textbook of cosmetology. (2012). Clifton Park, NY: Cengage.

Milady's standard: Nail technology exam review (4th ed.). (2003). New York: Milady Thomson Learning.

Mississippi Board of Barber Examiners laws and rules. (n.d). Retrieved July 14, 2022, from msbarberboard.com

Occupational Safety and Health Administration (OSHA) regulations. (n.d.). Retrieved November 17, 2004, from <http://www.osha.gov>

Appendix B: Industry Standards

National Skills Standards for Barbering and Standards for Licensing of Instructors

	Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Standard															
NSSC1		X													X
NSSC2		X													X
NSSC3		X	X												X
NSSC4		X									X	X	X	X	X
NSSC5			X									X	X	X	X
NSSC6					X		X								X
NSSC7					X		X		X						X
NSSC8							X		X						X
NSSC9							X								X
NSSC10							X								X
NSSC11								X	X			X	X	X	X
NSSC12						X	X						X	X	X
NSSC13						X	X					X	X		X
NSSC14				X			X			X	X	X	X	X	X
NSSC15				X			X	X		X	X	X	X	X	X
NSSC16				X						X	X	X			X
NSSC17				X						X	X	X	X		X
NSSC20				X		X						X	X	X	X
NSSC21				X		X				X	X		X	X	X
NSSC23				X					X						X
NSSC25				X											X
NSSC30		X		X					X						X
NSSC31		X	X						X			X	X	X	X
NSSC32		X	X						X	X					X

¹ *Milady's standard barbering*. (2017). Clifton Park, NY: Cengage Learning. (milady.com/barbering-curriculum)

NSSC1 *History and career opportunities.*
 Explain the origins of appearance enhancement.
 Name the advancements made in Barbering during the nineteenth, twentieth, and early twenty-first centuries.

NSSC2 *Life skills.*
 List the principles that contribute to personal and professional success.
 Create a mission statement.
 Explain how to set long-term and short-term goals.
 Discuss the most effective ways to manage time.
 Describe good study habits.
 Define ethics.
 List the characteristics of a healthy, positive attitude.

NSSC3 *Your professional image.*
 Understand the importance of professional hygiene.

- Explain the concept of dressing for success.
Demonstrate an understanding of ergonomic principles and ergonomically correct postures and movement.
- NSSC4 *Communicating for success.*
List the golden rules of human relations.
Explain the definition of effective communication.
Conduct a successful client consultation/needs assessment.
Handle an unhappy client.
Build open lines of communication with coworkers.
- NSSC5 *Infection control: principles and practices.*
Understand state laws and rules and the difference between them.
List the types and classifications of bacteria.
Define hepatitis and Human Immunodeficiency Virus (HIV) and explain how they are transmitted.
Explain the differences between cleaning, disinfecting, and sterilizing.
List the types of disinfectants and how they are used.
Discuss universal precautions.
List your responsibilities as a salon professional.
Describe how to safely clean and disinfect salon tools and implements.
- NSSC6 *General anatomy and physiology.*
Define and explain the importance of anatomy, physiology, and histology to the barbering profession.
Describe cells, their structure, and their reproduction.
Define tissue and identify the types of tissues found in the body.
Name the nine major body organs and the 11 main body systems and explain their basic functions.
- NSSC7 *Skin structures and growth.*
Describe the structure and composition of the skin.
List the functions of the skin.
List the classes of nutrients essential for good health.
List the food groups and dietary guidelines recommended by the U.S. Department of Agriculture (USDA).
List and describe the vitamins that can help the skin.
- NSSC8 *Skin disorders and diseases.*
Recognize common skin lesions.
Describe the disorders of the sebaceous glands.
Name and describe changes in skin pigmentation.
Identify the forms of skin cancer.
Understand the two major causes of acne and how to treat them.
List the factors that contribute to the aging of the skin.
Explain the effects of overexposure to the sun on the skin.
Understand what contact dermatitis is and know how it can be prevented.
- NSSC9 *Nail structure and growth.*
Describe the structure and composition of nails.
Discuss how nails grow.
- NSSC10 *Nail disorders and diseases.*
List and describe the various disorders and irregularities of nails.
Recognize diseases of the nails that should not be treated in the salon.
- NSSC11 *Properties of the hair and scalp.*
Name and describe the structures of the hair root.

- List and describe the three main layers of the hair shaft.
 Describe the hair growth cycles.
 Discuss the types of hair loss and their causes.
 Describe the options for hair loss treatments.
 Recognize hair and scalp disorders commonly seen in the salon and school and know which ones can be treated by barbers.
 List and describe the factors that should be considered in a hair and scalp analysis.
- NSSC12 *Basics of chemistry.*
 Explain the difference between organic and inorganic chemistry.
 Describe the different states of matter: solid, liquid, and gas.
 Describe oxidation-reduction (redox) reactions.
 Explain the differences between pure substances and physical mixtures.
 Explain the difference among solutions, suspensions, and emulsions.
 Explain pH and the pH scale.
- NSSC13 *Basics of electricity.*
 Define the nature of electricity and the two types of electric current.
 Define electrical measurements.
 Understand the principles of electrical equipment safety.
 Define the main electric modalities used in cosmetology.
 Describe other types of electrical equipment that barbers use and describe how to use them.
 Explain electromagnetic spectrum, visible spectrum of light, and invisible light.
 Describe the types of light therapy and their benefits.
- NSSC14 *Principles of hair design.*
 Describe the possible sources of hair design inspiration.
 List the five elements of hair design.
 List the five principles of hair design.
 Understand the influence of hair type on hairstyle.
 Identify different facial shapes and demonstrate how to design hairstyles to enhance or camouflage facial features.
 Explain design consideration for men.
- NSSC15 *Scalp care, shampooing, and conditioning.*
 Explain the two most important requirements for scalp care.
 Describe the benefits of scalp massage.
 Treat scalp and hair that is dry, oily, or dandruff ridden.
 Explain the role of hair brushing to a healthy scalp.
 Discuss the uses and benefits of the various types of shampoo.
 Discuss the uses and benefits of the various types of conditioners.
 Demonstrate the appropriate draping for a basic shampooing and conditioning and draping for a chemical service.
 Identify the Three-Part Procedure and explain why it is useful.
- NSSC16 *Haircutting.*
 Identify reference points on the head form and understand their role in haircutting.
 Define angles, elevations, and guidance.
 List the factors involved in a successful client consultation.
 Explain the use of the various tools of haircutting.
 Name three things you can do to ensure good posture and body position while cutting hair.
 Perform the four basic haircuts.
 Discuss and explain three different texturizing techniques performed with shears.
 Explain what a clipper cut is.
 Identify the uses of a trimmer.

- NSSC17 *Hairstyling.*
 Demonstrate finger waving, pin curling, roller setting, and hair wrapping.
 Demonstrate various blow-dry styling techniques.
 Demonstrate the proper use of thermal irons.
 Demonstrate various thermal iron manipulations and explain how they are used.
 Describe the three types of hair pressing.
 Demonstrate the procedures for soft pressing and hard pressing.
 Demonstrate three basic techniques of styling long hair.
- NSSC20 *Chemical texture services.*
 Explain the structure and purpose of each of the hair strand's layers.
 Explain chemical actions that take place during permanent waving.
 Explain the difference between an alkaline wave and a true acid wave.
 Explain the purpose of neutralization in permanent waving.
 Describe how thio relaxers straighten the hair.
 Describe how hydroxide relaxers straighten the hair.
 Describe curl reforming and what it is best used for.
- NSSC21 *Haircoloring.*
 List the reasons why people color their hair.
 Explain how the hair's porosity affects hair color.
 Understand the types of melanin found in hair.
 Define and identify levels and their role in formulating hair color.
 Identify primary, secondary, and tertiary colors.
 Know what roles tone and intensity play in hair color.
 List and describe the categories of hair color.
 Explain the role of hydrogen peroxide in a hair color formula.
 Explain the action of high lighteners.
 List the four key questions to ask when formulating a hair color.
 Understand why a patch test is useful in haircoloring.
 Define what a preliminary strand test is and why it is used.
 List and describe the procedure for a virgin single-process color service.
 Understand the two processes involved in a double-process haircoloring.
 Describe the various forms of hair lightener.
 Understand the purpose and use of toners.
 Name and describe the three most commonly used methods for highlighting.
 Know how to properly cover gray hair.
 Know the rules of color correction.
 Know the safety precautions to follow during the hair color process.
- NSSC23 *Facials.*
 Explain the importance of skin analysis and client consultation.
 Understand contraindications and the use of a health screening form to safely perform facial treatments.
 List and describe various skin types and conditions.
 Describe different types of products used in facial treatments.
 Perform a client consultation.
 Identify the various types of massage movements and their physiological effects.
 Describe the basic types of electrical equipment used in facial treatments.
 Identify the basic concepts of electrotherapy and light therapy techniques.
- NSSC25 *Manicuring.*
 Identify the four types of nail implements and/or tools required to perform a manicure.
 Explain the difference between reusable and disposable implements.
 Describe the importance of hand washing in nail services.
 Explain why a consultation is necessary each time a client has a service in the salon.

- Name the five basic nail shapes for women.
 - Name the most popular nail shape for men.
 - List the types of massage movements most appropriate for a hand and arm massage.
 - Explain the difference between a basic manicure and a spa manicure.
 - Describe how aromatherapy is used in manicuring services.
 - Explain the use and benefits of paraffin wax in manicuring.
 - Name the correct cleaning and disinfection procedure for nail implements and tools.
 - Describe a proper setup for the manicuring table.
 - List the steps in the post-service procedure.
 - List the steps taken if there is an exposure incident in the salon.
 - List the steps in the basic manicure.
 - Describe the proper technique for the application of nail polish.
 - Describe the procedure for a paraffin wax hand treatment before a manicure.
- NSSC30 *Seeking employment.*
- Understand what is involved in securing the required credentials for barbering in your state and know the process for taking and passing your state licensing examination.
 - Start networking and preparing to find a job by using the Inventory of Personal Characteristics and Technical Skills.
 - Describe the different salon business categories.
 - Write a cover letter and resume and prepare an employment portfolio.
 - Know how to explore the job market, research, potential employers, and operate within the legal aspects of employment.
- NSSC31 *On the job.*
- Describe what is expected of a new employee and what this means in terms of your everyday behavior.
 - List the habits of a good salon team player.
 - Describe three different ways in which salon professionals are compensated.
 - Explain the principles of selling products and services in the salon.
 - List the most effective ways to build a client base.
- NSSC32 *The salon business.*
- Identify two options for going into business for yourself.
 - Understand the responsibilities of a booth renter.
 - List the basic factors to be considered when opening a salon.
 - Distinguish the types of salon ownership.
 - Identify the information that should be included in a business plan.
 - Understand the importance of record keeping.
 - Recognize the elements of successful salon operations.
 - Explain why selling services and products is a vital aspect of a salon's success.