2024 Cosmetology

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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Acknowledgments

The Cosmetology curriculum was presented to the Mississippi Board of Education on February 15, 2024. The following persons were serving on the state board at the time:

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

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 cosmetology curriculum is aligned to the following standards.

Mississippi State Board of Cosmetology (MSBC)
The MSBC establishes rules and regulations that regulate the instruction and practice of cosmetology and related professions. The board sets licensure qualifications and procedures for the exam administration. Additionally, the board determines regulations setting forth sanitation requirements for the operation of cosmetology establishments, for the benefit of the consumer and for the public health. All high school cosmetology programs must follow the rules and regulations set forth by the Mississippi State Board of Cosmetology (MSBC) to become an approved cosmetology school.
msbc.ms.gov/

National Skills Standards for Cosmetology
Milady Standard Textbook of Cosmetology, 13th edition. (2016) 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 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

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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.

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Executive Summary

Pathway Description
Cosmetology 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 (MSBC) standards and the Milady Standard Cosmetology. Cosmetology 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 cosmetology school to complete the MSBC 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 cosmetology 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 their own salon. 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, and student maturity. A maximum of 15 students is recommended for this class that is both classroom- and lab-based.

Student Prerequisites
In order for students to be able to experience success in the Cosmetology 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
https://www.rcu.msstate.edu/curriculum

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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 Cosmetology—Course Code: 994700**
2. **Basic Cosmetology—Course Code: 994701**
3. **Advanced Cosmetology—Course Code: 994702**
4. **Applications of Cosmetology—Course Code: 994703**

Course Description: Introduction to Cosmetology
This course introduces students to the field of cosmetology and identifies some of the current and future trends affecting the cosmetology industry and the impact that this trade has on society and the global economy. Students will explore safety, infection control, and decontamination issues associated with cosmetology. This course will give students a detailed look at the histology of the skin before allowing students to study aspects of the human anatomy and physiology to understand their importance to cosmetology.

Course Description: Basic Cosmetology
Students will be introduced to the properties of the hair and scalp. Additional science-related content will include the study of basic chemistry and electricity as it relates to cosmetology. Students will learn about the principles of hair design to understand basic techniques for styling. Then students will be introduced to scalp cleansing to understand the importance of techniques such as shampooing and conditioning.

Course Description: Advanced Cosmetology
This course will begin to give students in-depth skills regarding theoretical and practical knowledge. 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 in order to refresh students' knowledge for application to relevant material. In addition, students will learn techniques for basic and classic hairstyles. This course will cover the more advanced principles of hair design including braiding and extensions, wigs, and other hair enhancements.

Course Description: Applications of Cosmetology
In this course, students will gain an in depth understanding about hair coloring, facials and facial massage, makeup, and advanced nail techniques. Previous science and structural content will be reviewed in this course in order to refresh students' knowledge for application to relevant material. This course will conclude with a review of the business skills necessary to practice cosmetology.

Introduction to Cosmetology—Course Code: 994700

Unit	Unit Name	Hours
1	Program Orientation	20
2	Safety and Infection Control	50
3	Anatomy and Physiology	40
4	Introduction to Skin and Nail Care	30
Total		**140**

Basic Cosmetology—Course Code: 994701

Unit	Unit Name	Hours
5	Properties of the Hair and Scalp	60
6	Basic Chemistry and Electricity	30
7	Principles of Hair Design	20
8	Shampooing and Conditioning	30
Total		**140**

Advanced Cosmetology—Course Code: 994702

Unit	Unit Name	Hours
9	Haircutting	50
10	Hairstyling	20
11	Hair Braiding, Additions, and Enhancements	30
12	Chemical Texture Services	40
Total		**140**

Applications of Cosmetology—Course Code: 994703

Unit	Unit Name	Hours
13	Hair Coloring	40
14	Facials and Makeup	40
15	Nail Care Services	20
16	Professional Development	40
Total		**140**

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Option 2—Two 2-Carnegie Unit Courses

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

1. **Cosmetology I—Course Code: 994704**
2. **Cosmetology II—Course Code: 994705**

Course Description: Cosmetology I
This course introduces students to the field of cosmetology and identifies some of the current and future trends affecting the cosmetology industry and the impact that this trade has on society and the global economy. Students will explore safety, infection control, and decontamination issues associated with cosmetology. This course will give students a detailed look at the histology of the skin before allowing students to study aspects of the human anatomy and physiology to understand their importance to cosmetology. Students will be introduced to the properties of the hair and scalp. Additional science-related content will include the study of basic chemistry and electricity as it relates to cosmetology. Students will learn about the principles of hair design to understand basic techniques for styling. Then students will be introduced to scalp cleansing to understand the importance of techniques such as shampooing and conditioning.

Course Description: Cosmetology II
This course will begin to give students in-depth skills regarding theoretical and practical knowledge. Students will gain an understanding of haircutting, thermal styling, permanent waving, and chemical relaxing. In addition, students will learn techniques for basic and classic hairstyles. This course will cover the more advanced principles of hair design including braiding and extensions, wigs, and other hair enhancements. In this course, students will gain an in depth understanding about hair coloring, facials and facial massage, makeup, and advanced nail techniques. Previous science and structural content will be reviewed in this course in order to refresh students' knowledge for application to relevant material. This course will conclude with a review of the business skills necessary to practice cosmetology.

Cosmetology I—Course Code: 994704

Unit	Unit Name	Hours
1	Program Orientation	20
2	Safety and Infection Control	50
3	Anatomy and Physiology	40
4	Introduction to Skin and Nail Care	30
5	Properties of the Hair and Scalp	60
6	Basic Chemistry and Electricity	30
7	Principles of Hair Design	20
8	Shampooing and Conditioning	30
Total		**280**

Cosmetology II—Course Code: 994705

Unit	Unit Name	Hours
9	Haircutting	50
10	Hairstyling	20
11	Hair Braiding, Additions, and Enhancements	30
12	Chemical Texture Services	40
13	Hair Coloring	40
14	Facials and Makeup	40
15	Nail Care Services	20
16	Professional Development	40
Total		**280**

Career Pathway Outlook

Overview

This program is designed to provide classroom theory and practical application in tasks related to cosmetology. It prepares students for a variety of occupations in cosmetology including hairstylist, makeup artist, massage therapist, cosmetology teacher, barber, esthetician electrologist, nail technician, hair color technician, or others. 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 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

The cosmetology curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in the cosmetology fields. It also offers students a program of study including secondary, postsecondary, and institutions of higher learning courses that will further prepare them for cosmetology careers. 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.

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Best Practices

Innovative Instructional Technologies
Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The cosmetology 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 here in Mississippi that will foster the types of learning expected from the cosmetology curriculum. Family, Career and Community Leaders of America 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 the doors to the world of cosmetology 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 cosmetology 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 cosmetology curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the cosmetology curriculum that will allow and encourage collaboration with professionals currently in the cosmetology field.

Work-Based Learning
Work-based learning is an extension of understanding competencies taught in the cosmetology classroom. The cosmetology program requires students to obtain a minimum of 100 practical 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
iaaesthetics.org

American Association of Cosmetology Schools
beautyschools.org

Association for Career and Technical Education
acteonline.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 Cosmetology (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)
hfcclainc.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

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. 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 of the units may include an enrichment section at the end. If the cosmetology 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 cosmetology program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested 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.

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Unit 1: Program Orientation

Competencies and Suggested Objectives

1. Discuss the expectations, procedures, and opportunities in the cosmetology program. [DOK1]
   a. Review the curriculum standards, competencies, and objectives.
   b. Explain school and program 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 how cosmetology has been influenced by historical events and individual contributions over the years. [DOK1]
   a. Illustrate major advancements and contributions made in cosmetology during significant periods of history.
      • Renaissance
      • Victorian
      • Twentieth century
      • Twenty-first century

3. Demonstrate personal and employability skills that are beneficial for a successful career in cosmetology. [DOK1]
   a. Develop skills and habits that are necessary to establish and maintain a successful career in cosmetology.
      • Communication
      • Setting goals
      • Time management
      • Study skills
      • Professional ethics and image
      • Good attitude and personality
   b. Create a mission statement that supports personal and professional goals.

4. Discuss career opportunities available in the cosmetology industry. [DOK1]
   a. Research the education and training required for various career paths in cosmetology.
      • Hair stylist
      • Hair color specialist
      • Texture specialist
      • Cutting specialist
      • Salon trainer
      • Salon manager
      • Instructor
      • Esthetician
      • Nail technician

Note: This unit will be taught throughout the year. Time on tasks will be distributed over the entire year. Students are required to complete a written safety test with 100% accuracy before beginning lab experiences. This test should be documented in each student's file.

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 salon environment.[DOK2]
   a. Examine the role of 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)
      • Center for Disease Control and Prevention (CDC)
      • Mississippi State Department of Health (MSDH)

2. Demonstrate methods of decontamination, disinfection, and sterilization to prevent and control the spread of disease in a salon environment.[DOK2]
   a. Identify infections within the four groups of organisms that are a potential danger in a salon environment.
      • Bacteria
      • Viruses
      • Fungi
      • Parasites
   b. Explain the steps involved in the two types of decontamination methods.
   c. Identify the various types of disinfectants based on the recommended use in salons.
      • Antiseptics
      • Bleach
      • Phenolic
      • Quats
      • Chelating soaps
   d. Describe universal precautions and the process for cleaning tools, equipment, and salon surfaces.

Enrichment
1. Pursue a CPR and first aid certification.

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Unit 3: 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 4: 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 the causes of various conditions in the main types of skin disorders.
        • Lesions
        • Glands
        • Infections
        • Pigment
        • Cancer
        • Acne
     c. Explain how intrinsic and extrinsic factors, such as aging and dermatitis, 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 nail diseases and disorders and identify which conditions can be treated in a salon.
        • 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.

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c. Explain the basic food groups and identify the recommended amounts in each to support health.
- Grains
- Vegetables
- Fruit
- Milk
- Meat and beans

Unit 5: 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]
   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]
   a. Distinguish between hair type, texture, and curl configuration.
   b. Identify properties of natural hair textures.
      • Wavy
      • Kinky
      • Wiry
      • Curly (loose and tight)
      • Coily (loose and tight)

3. Describe conditions and remedies of hair and scalp disorders. [DOK2]
   a. Explain how various conditions can lead to hair loss.
      • Hereditary
      • Aging
      • Nutrition
      • Hormones
      • Medications
      • Health issues
   b. Identify hair disorders and diseases of the hair and scalp and the appropriate treatments.
      • Canities (gray hair)
      • Hypertrichosis
      • Trichoptilosis
      • Chemical damage
   c. Identify scalp disorders or conditions and the appropriate treatment.
      • Seborrheic dermatitis
      • Dandruff
      • Alopecia
      • Folliculitis keloidalis

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Unit 6: 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 salon 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 affect the hair, skin, and salon products.
     • Potential hydrogen (pH)
     • pH scale
     • acids
     • alkalis
   f. Identify and describe purpose of chemical ingredients found in many salon products used by cosmetologists.
     • Alkanolamines
     • Ammonia
     • Glycerin
     • Silicones
     • Volatile alcohols
     • Volatile organic compounds

2. Apply basic concepts of electricity that impact the services and salon environment provided by cosmetologists.[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
- UL guidelines

d. Identify the purpose of common types of electrical equipment and tools used by cosmetologists.
- Hair dryers
- Curling irons
- Heating caps
- Steaming or vaporizing products
- Light therapy equipment

Unit 7: Principles of Hair Design

Competencies and Suggested Objectives

1. Demonstrate skills that support the artistic and creative process of hair design.[DOK2]
   a. Explain the five elements of design for creating hair styles.
      • Line
      • Form
      • Space
      • Texture
      • Color
   b. Describe the five principles of design that cosmetologists should consider when creating hair styles.
      • Proportion
      • Balance
      • Rhythm
      • Emphasis
      • Harmony
   c. Explore characteristics that define facial structures.
      • Oval
      • Square
      • Diamond
      • Round
      • Oblong
      • Triangular
   d. Demonstrate design principles based on special features.
      • Facial profiles
      • Hair partings
      • Wearing eyeglasses
      • Head and forehead shape
      • Oblong
      • Triangular (pear or heart shaped)
      • Designing for men

Unit 8: Shampooing and Conditioning

Competencies and Suggested Objectives

1. Identify salon skills and techniques that promote quality scalp care services.[DOK2]
   a. Explain the purpose and process of scalp treatments for various hair types and conditions.
      • Normal hair
      • Dry hair
      • Oily
      • Antidandruff treatment
      • Hair brushing
   b. Identify the function and benefit of various types of shampoos based on hair types and conditions.
      • pH-balanced
      • Conditioning
      • Medicated
      • Clarifying
      • Balancing
      • Dry
   c. Identify the function and benefit of various types of conditioners based on hair types and conditions.
      • Rinse-out
      • Treatment or repair
      • Leave-in
      • Deep conditioning

2. Demonstrate the steps to perform scalp treatments for basic hair types and conditions.[DOK3]
   a. Perform the steps in the pre-service procedure.
      • Cleaning and disinfecting
      • Station set up
      • Stylist preparation
      • Greet client
   b. Perform the steps in the post service procedure.
      • Maintenance tips
      • Schedule next appointment
      • Clean and prepare work area

Unit 9: Haircutting

Competencies and Suggested Objectives

1. Demonstrate the basic principles of hair cutting that support the foundation of hair design.
a. Describe the elements for the 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 and proper handling techniques of 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

Note: Item 1 is marked DOK2.

Unit 10: Hairstyling

Competencies and Suggested Objectives

1. Apply foundational skills and techniques to create hairstyles for 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 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

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Unit 11: Hair Braiding, Additions, and Enhancements

Competencies and Suggested Objectives
1. Demonstrate braiding and braid extension techniques that provide styles that are specific to clients' specific hair textures.[DOK2]

1. Demonstrate braiding and braid extension techniques that provide styles that are specific to clients' specific hair textures.[DOK2]
   a. Conduct a hair analysis to determine the texture, density, and condition of the hair prior to services.
   b. Identify the types and purpose of various essential tools to perform braiding techniques.
      - Brushes
      - Combs
      - Dryers
      - Diffuser
      - Clips
   c. Identify the types and purposes of various materials to perform braiding techniques.
      - Human hair
      - Kanekalon
      - Nylon or synthetic
      - Yarn
      - Lin
      - Yak
   d. Demonstrate the methods and materials involved in the preparation, procedure, and post-service steps of various braiding services.
      - Rope braid
      - Fishtail braid
      - Invisible braid
      - Single braids with and without extensions
      - Cornrows with extensions

2. Identify the benefits and style techniques of hair additions and enhancements .[DOK2]
   a. Compare human and synthetic hair based on their advantages, disadvantages, quality, and cost.
   b. Identify the different types of wigs and the construction and measurement methods.
      - Cap
      - Capless
      - Hand-tied
      - Semi-hand-tied
      - Machine-made
   c. Demonstrate techniques to perform certain procedures of a wig service, including cutting, cleaning, and coloring.
   d. Describe the purpose and methods to apply different types of hairpieces, such as integration, toupees, and fashion additions.
   e. Explain the purpose and procedures to apply different types of hair extensions, such as bonding, fusion bonding, and braid-and-sew methods.

Unit 12: Chemical Texture Services

Competencies and Suggested Objectives

1. Identify principles that cause a chemical change and alter the natural wave pattern of the hair. [DOK1]
   a. Review the structure, characteristics, and purpose of each layer of the hair.
   b. Explain the chemical process and techniques of permanent waves.
   c. Describe the difference between the various types of permanent waves.
       • Acid waves
       • True acid waves
       • Exothermic waves
       • Acid-balanced waves
       • Ammonia-free waves
       • Thio-free waves
       • Low-pH waves
       • Alkaline waves or cold waves
   d. Identify the steps involved in the process for selecting the appropriate type of permanent wave based on different hair types.
   e. Explain the difference between thio and hydroxide relaxers.

2. Demonstrate the techniques and procedures to provide chemical texture services.[DOK3]
   a. Preliminary test curl for a permanent wave
   b. Permanent wave and processing using a basic permanent wrap
   c. Permanent wave and processing using a curvature permanent wrap
   d. Applying thio relaxer to virgin hair
   e. Applying hydroxide relaxer to virgin hair
   f. Thio and hydroxide relaxer retouches

Unit 13: Hair Coloring

Competencies and Suggested Objectives

1. Apply principles of the hair, 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 the 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 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 the various types of lighteners, toners, and highlighting.
   d. Describe the guidelines to follow for color correction and how to properly color gray hair.

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Unit 14: Facials and Makeup

Competencies and Suggested Objectives

1. Apply techniques to provide hair removal services in a salon. ^{DOK3}
   a. Identify the purpose of hair removal services and explain the factors involved in the client consultation process, including conditions for not performing the services.
   b. Describe the purpose of the various types of permanent and temporary hair removal techniques.
      • Electrolysis
      • Photo epilation
      • Laser
      • Shaving
      • Tweezing
      • Threading
   c. Demonstrate the steps involved in the pre- and post-service phases for various types of hair removal services.
      • Eyebrow tweezing
      • Eyebrow waxing
      • Body waxing

2. Apply techniques to perform facials in a salon.^{DOK3}
   a. Identify the purposes of facials and explain the factors involved in the client consultation process, including conditions for not performing the service.
   b. Identify the signs associated with analyzing skin types and conditions.
      • Oily
      • Dry
      • Normal
      • Acne
      • Combination dry and oily
   c. Describe the purpose and proper use of the various types of skin care products.
      • Cleansers
      • Exfoliants
      • Toners
      • Peels
      • Moisturizers
      • Masks
      • Sunscreens and day protections
   d. Demonstrate the steps to perform a basic massage and describe the effects of the various movements and manipulations.
   e. Demonstrate the guidelines, procedures, and use of proper equipment to perform various types of facial treatments.
      • Basic
      • Dry skin
      • Oily skin

- Acne-prone
- Aromatherapy

3. Apply basic makeup techniques that enhance the beauty care services in a salon. [DOK3]
    a. Identify the purpose of various types of cosmetics and the proper tools used to apply each.
        - Foundation
        - Concealers
        - Face powder
        - Cheek color
        - Lip color
        - Eye shadow
        - Eyeliners
        - Mascara
    b. Explain the makeup color theory and how colors are chosen based on a client's skin, eye, and hair color.
    c. Demonstrate the steps to perform various types of professional makeup applications.
        - Basic
        - Corrective
        - Special occasion
        - Band lashes

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Unit 15: Nail Care Services

Competencies and Suggested Objectives

1. Demonstrate the fundamental techniques to provide a professional manicure.[DOK2]
   a. Identify the purpose of the different types of nail technology tools including their safety, cleaning, and disinfecting procedures.
     • Equipment
     • Implements
     • Materials
     • Products
   b. Demonstrate the techniques in each step of the different types of manicure services.
     • Basic manicure
     • Hand and arm massage
     • Polishing the nails
     • Paraffin wax treatment

2. Demonstrate the fundamental techniques to provide a professional pedicure. [DOK2]
   a. Identify the purpose of the different types of nail technology tools including their safety, cleaning, and disinfecting procedures.
     • Equipment
     • Implements
     • Materials
     • Products
   b. Demonstrate the techniques in each step of a basic pedicure, including the foot and leg massage.

3. Apply techniques to provide nail enhancing services for clients. [DOK3]
   a. Describe the function of different types of nail tips, the required supplies, and how to properly fit them on the clients.
   b. Identify the function of different types of nail wraps.
     • Fabric
     • Silk
     • Fiberglass
     • Paper
     • Linen
   c. Demonstrate the techniques to apply, maintain, repair, and remove nail tips and wraps.
   d. Demonstrate the application, maintenance, and removal techniques for monomer liquid and polymer powder nail enhancement services.
   e. Demonstrate the application, maintenance, and removal techniques for UV gel procedures.

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Unit 16: Professional Development

Competencies and Suggested Objectives

1. Describe the requirements and process to practice cosmetology.[DOK2]
     a. Review the Mississippi State Board of Cosmetology's website and identify the rules and regulations for becoming a licensed cosmetologist.
        • Theoretical hours
        • Practical hours
        • Written exam
        • Practical exam
     b. Demonstrate techniques to obtain employment as a cosmetologist.
        • Potential salons research
        • Résumé preparation
        • Employment portfolio development
        • Interview preparation

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 servicing
        • Customer service
        • Computer skills
        • Management
        • 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 cosmetology program.
	2.	Describe how cosmetology has been influenced by historical events and individual contributions over the years.
	3.	Demonstrate personal and employability skills that are beneficial for a successful career in cosmetology.
	4.	Discuss career opportunities available in the cosmetology industry.
Unit 2: Safety and Infection Control		
	1.	Describe principles established to prevent or control the spread of infections and diseases in a salon environment.
	2.	Demonstrate methods of decontamination, disinfection, and sterilization to prevent and control the spread of disease in a salon environment.
Unit 3: 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 4: 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 5: 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.	Describe conditions and remedies of hair and scalp disorders.
Unit 6: Basic Chemistry and Electricity		
	1.	Apply basic chemistry concepts that affect the hair, skin, and nails and are essential for providing salon services.

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	2.	Apply basic concepts of electricity that impact the services and salon environment provided by cosmetologists.
Unit 7: Principles of Hair Design		
	1.	Demonstrate skills that support the artistic and creative process of hair design.
Unit 8: Shampooing and Conditioning		
	1.	Identify salon skills and techniques that promote quality scalp care services.
	2.	Demonstrate the steps to perform scalp treatments for basic hair types and conditions.
Unit 9: Haircutting		
	1.	Demonstrate the basic principles of hair cutting that support the foundation of hair design.
Unit 10: Hairstyling		
	1.	Apply foundational skills and techniques to create hairstyles for clients.
Unit 11: Hair Braiding, Additions, and Enhancements		
	1.	Demonstrate braiding and braid extension techniques that provide styles that are specific to clients' specific hair textures.
	2.	Identify the benefits and style techniques of hair additions and enhancements.
Unit 12: Chemical Texture Services		
	1.	Identify principles that cause a chemical change and alter the natural wave pattern of the hair.
	2.	Demonstrate the techniques and procedures to provide chemical texture services.
Unit 13: Hair Coloring		
	1.	Apply principles of the hair, color, and design to establish the foundation for quality hair coloring techniques in the salon.
	2.	Demonstrate techniques of the hair coloring process.
Unit 14: Facials and Makeup		
	1.	Apply techniques to provide hair removal services in a salon.
	2.	Apply techniques to perform facials in a salon.
	3.	Apply basic makeup techniques that enhance the beauty care services in a salon.
Unit 15: Nail Care Services		
	1.	Demonstrate the fundamental techniques to provide a professional manicure.
	2.	Demonstrate the fundamental techniques to provide a professional pedicure.
	3.	Apply techniques to provide nail enhancing services for clients.
Unit 16: Professional Development		
	1.	Describe the requirements and process to practice cosmetology.
	2.	Demonstrate business knowledge and skills that are necessary to operate a salon.

Appendix A: Unit References

Suggested resources are listed below.

Cosmetology basic operator. (1999). Stillwater, OK: Curriculum and Instructional Materials Center.

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

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Mississippi cosmetology candidate handbook (2014). Jackson, MS: Mississippi State Board of Cosmetology (MSBC).

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

Pivot Point International Inc. (n.d.). Retrieved September 14, 2004, from http://www.pivot-point.com

Appendix B: Industry Standards

National Skills Standards for Cosmetology and Standards for Licensing of Instructors

Standard	Unit	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
NSSC1		X	X														X
NSSC2			X				X										X
NSSC3			X				X										X
NSSC4		X	X				X			X	X	X	X	X		X	X
NSSC5			X		X	X			X			X	X	X	X	X	
NSSC6				X											X		
NSSC7				X	X	X			X	X					X		
NSSC8					X	X				X					X		
NSSC9					X											X	
NSSC10					X						X					X	
NSSC11						X			X			X	X	X	X		
NSSC12						X	X		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			
NSSC16						X	X	X	X		X	X					
NSSC17						X	X	X	X		X	X	X				
NSSC18						X	X	X	X		X	X					
NSSC19			X			X	X	X	X		X	X					
NSSC20						X	X		X		X	X	X	X	X		
NSSC21						X	X		X		X	X	X	X			
NSSC22			X		X										X		
NSSC23			X		X										X		
NSSC24					X										X		
NSSC25			X		X		X									X	
NSSC26			X		X		X									X	
NSSC27			X		X		X									X	
NSSC28			X				X									X	
NSSC29			X				X									X	
NSSC30									X								X
NSSC31									X								X
NSSC32									X	X	X	X	X	X	X	X	X

[1] *Milady's standard cosmetology*. (2012). Clifton Park, NY: Cengage Learning. (http://www.milady.com)

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

NSSC2　　*Life skills.*
List the principles that contribute to personal and professional success.

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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 cosmetology 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 eleven 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.

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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 cosmetologists.
         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 tow 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 cosmetologists 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 are 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 conditioner.
         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.

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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.

NSSC18   *Braiding and braid extensions.*
          Explain how to prepare the hair for braiding.
          Demonstrate the procedure for cornrowing.

NSSC19   *Wigs and hair additions.*
          Explain the differences between human hair and synthetic hair.
          Describe the two basic categories of wigs.
          Describe several types of hairpieces and their uses.
          Explain several different methods of attaching hair extensions.

NSSC20   *Chemical texture services.*
          Explain the structure and purpose of each of the hair'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 re-forming 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.

NSSC22   *Hair removal.*
Describe the elements of a client consultation for hair removal.
Name the conditions that contraindicate hair removal in the salon.
Identify and describe three methods of permanent hair removal.
Demonstrate the techniques involved in temporary hair removal.

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.

NSSC24   *Facial makeup.*
Describe the various types of cosmetics and their uses.
Demonstrate an understanding of cosmetic color theory.
Perform a consultation for the basic makeup procedure for any occasion.
Understand the use of special occasion makeup.
Identify different facial types and demonstrate procedures for basic corrective makeup.
Demonstrate the application and removal of artificial lashes.

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.

NSSC26   *Pedicuring.*
Identify and explain the equipment used when performing pedicures.
Identify and explain three materials used when performing pedicures.
Describe a callus softener and how it is best used.
Explain the differences between a basic and a spa pedicure.
Describe reflexology and its use in pedicuring.
Know why consistent cleaning and disinfection of pedicure baths must be performed.

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Know and describe the steps involved in the proper cleaning and disinfecting of whirlpool foot spas and air-jet basins.
Demonstrate the proper procedures for a basic pedicure.
Demonstrate a foot and leg massage.

NSSC27   *Nail tips and wraps.*
Identify the supplies, in addition to your basic manicuring table, that you need for nail tip application.
Name and describe the types of nail tips available and why it is important to properly fit them for your client.
List the types of fabrics used in nail wraps and explain the benefits of using each.
Demonstrate the stop, rock, and hold method of applying nail tips.
Demonstrate the Nail Tip Application Procedure.
Demonstrate the Nail Tip Removal Procedure.
Demonstrate the Nail Wrap Application Procedure.
Describe the main difference between performing the Two-Week Fabric Wrap Maintenance and the Four-Week Fabric Wrap Maintenance.
Demonstrate how to remove fabric wraps and what to avoid.

NSSC28   *Monomer liquid and polymer.*
Explain monomer liquid and polymer powder nail enhancement chemistry and how it works.
Describe the apex, stress area, and sidewall, and tell where each is located on the nail enhancement.
Demonstrate the proper procedures for applying one-color monomer liquid and polymer powder nail enhancements over tips and natural nails.
Demonstrate the proper procedures for applying two-color monomer liquid and polymer powder nail enhancements using forms over nail tips and on natural nails.
Describe how to perform a one-color maintenance service on nail enhancements using monomer liquid and polymer powder.
Demonstrate how to perform crack repair procedures.
Implement the proper procedure for removing monomer liquid and polymer powder nail enhancements.

NSSC29   *UV gels.*
Describe the chemistry and main ingredients of UV gels.
Describe when to use the one-color and two-color methods for applying UV gels.
Name and describe the types of UV gels used in current systems.
Identify the supplies needed for UV gel application.
Determine when to use UV gels.
Discuss the differences between UV light units and UV lamps.
Describe how to apply one-color UV gel on tips and natural nails.
Describe how to apply UV gels over forms.
Describe how to maintain UV gel nail enhancements.
Explain how to correctly remove hard UV gels.
Explain how to correctly remove soft UV gels.

NSSC30   *Seeking employment.*
Understand what is involved in securing the required credentials for cosmetology 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 or 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.

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