
Barbering Curriculum Standards and Policy Addition

The Background:

Curriculum frameworks are mandated by Rules, Regulations, and Minimum Standards of the State Board of Education (Section 0520-01-03-.05, State Curriculum, Requirement D).

The barbering program is currently a special program of study in Tennessee secondary schools. There has been an expanded interest in the program of study to the extent that local educational agencies are requesting that it be a regular program of study. Students in this new program of study can receive dual credit and dual enrollment at some postsecondary schools to complete the needed hours to take the state barbering license exam.

The Bureau of Labor Statistics lists barbering as just one of the cosmetology and personal care careers that can expect continued growth through 2014. Barbering professionals also can train to become barbering instructors. High school students completing 1,500 hours can earn the Tennessee Certified Barbering License. This allows students in high school to complete an industry certification while in school and possible diplomas of distinction. If students need to complete a portion of the 1,500 hours after high school, then there are several private and Tennessee Technology Center postsecondary schools that offer that opportunity. Individuals can also become a barbering instructor with the Tennessee Barbering Instructor License. Following approval of this course, the course title will be added to State Board of Education Policy 3.205, the list of Approved High School Courses, in the Human Services section of Trade and Industrial Education.

Changes from first reading include:

- Cosmetic formatting changes to reflect new course description document format. This new format includes additional information about the course to assist school leadership in implementing the course, including pre-requisites, as requested by the Board on first reading. This format has been reviewed by division and department leadership.
- Learning expectations and performance indicators have been combined with duplicate performance indicators (competencies) removed.

The Recommendation:

The Department of Education recommends adoption of the standards on final reading. The SBE staff concurs with this recommendation.



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Barbering I

Primary Career Cluster:	Human Services
Consultant:	Marty Willis, (615) 741-8836, Marty.Willis@tn.gov
Course Code(s):	TBA
Prerequisite(s):	None
Credit:	One to Two *Standards marked with an asterisk are required for two credits.
Grade Level:	10 th – 11 th
Graduation Requirement Substitution:	None
Programs of Study and Sequence:	This is the first course in the <i>Barbering</i> program of study.
Necessary Equipment:	Laboratory facilities should simulate those found in the barbering industry.
Aligned Student Organization(s):	SkillsUSA www.tnskillsusa.org
Coordinating Work-Based Learning:	Instructors are encouraged to become certified in work-based learning for school-based enterprise opportunities. http://www.state.tn.us/education/cte/wb/index.shtml
Available Student Industry Certifications:	Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Barbering Examination for a Tennessee Barbering Technician License.
Dual Credit or Dual Enrollment Opportunities:	LEAs should work with their local Tennessee Technology Center for potential dual credit or dual enrollment opportunities.
Teacher Endorsement(s):	560
Additional Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/index.shtml

Course Description

Barbering I is the first level of barbering, and it prepares students with work-related skills for advancement into the Barbering II course. Content provides students the opportunity to acquire basic fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin, nails and scalp care, chemical and barbershop

management. Laboratory facilities and experiences simulate those found in the barbering industry. Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Barbering Examination for a Tennessee Barbering Technician License.

Program of Study Application

Barbering I is the first course in the *Barbering* program of study and serves as a foundation of safety skills and knowledge on becoming a professional barber.

Course Standards

Standard 1.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

Learning Expectations and Performance Indicators:

- 1.1 Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
- 1.2 Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 1.3 Participate as a team member in a learning environment.
- 1.4 Respect the opinions, customs, and individual differences of others.
- 1.5 Build personal career development by identifying career interests, strengths, and opportunities.

Standard 2.0

Students will evaluate career opportunities and career paths within the barbering industry.

Learning Expectations and Performance Indicators:

- 2.1 Research the history of the barbering industry, including progression of chemical and physical practices.
- 2.2 Investigate the growth and development of the barbering industry, including trends and opportunities for career paths.
- 2.3 Evaluate personal characteristics required for working in the barbering industry.

Standard 3.0

Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the barbering industry.

Learning Expectations and Performance Indicators:

- 3.1 Implement the safety and sanitation procedures established by the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).
- 3.2 Comply with the Department of Health rules and the Tennessee State Board of Barbering rules and regulations by developing and practicing acceptable procedures to prevent cross contamination, airborne illnesses, and blood-borne pathogens and distinguishing and employing preventive measures of ecological, chemical, and contaminants.
- 3.3 Identify and categorize safety hazards, prevention, and treatment in the barbering industry. *
- 3.4 Exhibit acceptable dress and personal grooming identified by the barbering industry.



- 3.5 Demonstrate first aid practices including administering simulated basic first aid procedures such as treating burns and cuts and administering the Heimlich maneuver.

Standard 4.0

Students will choose and safely use implements, tools, and equipment in the barbering industry.

Learning Expectations and Performance Indicators:

- 4.1 Identify each implement, piece of equipment, and tool used in the barbering industry and use each implement appropriately to perform procedures.
- 4.2 Demonstrate the correct implement, piece of equipment, and related tools for a given task.
- 4.3 Evaluate cleansing and sanitizing implements, tools, and equipment procedures.

Standard 5.0

Students will demonstrate interpersonal and employability skills required in the barbering industry.

Learning Expectations and Performance Indicators:

- 5.1 Examine appropriate grooming techniques and apparel for job requirements.
- 5.2 Analyze ways of dealing with stress and human relations.
- 5.3 Evaluate methods of conflict resolution.
- 5.4 Relate to others as team members.
- 5.5 Develop and demonstrate time management and work-sequencing skills.

Standard 6.0

Students will evaluate hair and scalp disorders.

Learning Expectations and Performance Indicators:

- 6.1 Analyze the properties of the hair and scalp; appraises hair and scalp disorders and prescribes the proper treatments.
- 6.2 Incorporate professional terminology in the classroom environment, including medical terms and names for diagnosed disorders of hair and scalp and correct terminology to identify manipulations and to prescribe scalp treatments.
- 6.3 Appraise manipulative skills for corrective hair and scalp disorder treatments, including illustrating how to apply the correct treatments. *

Standard 7.0

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

Learning Expectations and Performance Indicators:

- 7.1 Differentiate between draping procedures for wet, dry, and chemical services and determine proper protection for the client based on the task to be performed.
- 7.2 Illustrate infection control and safety procedures including scaling and brushing techniques.
- 7.3 Evaluate when, why, and how to brush the hair and scalp, including differentiating the brushing procedure for various services, skin type, and scalp condition.*
- 7.4 Appraise various types of shampoos and conditioners. *
- 7.5 Choose the proper procedure for scalp manipulations during a shampoo, including both relaxing and stimulating manipulations.



Standard 8.0

Students will evaluate basic haircutting techniques.

Learning Expectations and Performance Indicators:

- 8.1 Implement safety procedures using haircutting scissors, razors, and thinning shears.
- 8.2 Select proper sectioning techniques for various haircuts, including parting.
- 8.3 Differentiate between stationary and traveling guidelines and complete haircuts with different guidelines.
- 8.4 Employ geometric lines and angles in haircutting. *

Standard 9.0

The students create harmony using design principles and elements of design.

Learning Expectations and Performance Indicators:

- 9.1 Appraise elements and principles of hair design, including facial shapes, geometric lines and angles, and visible and invisible braids. *
- 9.2 Evaluates and demonstrates styling techniques such as molding shaping and finishing techniques. *
- 9.3 Compare thermal styling to wet styling; evaluate uses of thermal styling for various types of ethnic hair and correctly employ both techniques.

Standard 10.0

The students will evaluate hands and feet for cosmetic procedures.

Learning Expectations and Performance Indicators:

- 10.1 Analyze and diagram the structure of the nail. *
- 10.2 Differentiate between nail disorders and nail disease. *
- 10.3 Employ sanitary and safety procedures, such as proper decontamination and infection control, necessary to practice basic manicure and pedicure techniques.
- 10.4 Evaluate and demonstrate proper use of implements, cosmetics, and materials used to perform manicure and pedicure procedures.





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Barbering II

Primary Career Cluster:	Human Services
Consultant:	Marty Willis, (615) 741-8836, Marty.Willis@tn.gov
Course Code(s):	TBA
Prerequisite(s):	Barbering I
Credit:	Two to Three *Standards marked with an asterisk are required for three credits.
Grade Level:	11 th – 12 th
Graduation Requirement Substitution:	None
Programs of Study and Sequence:	This is the second course in the <i>Barbering</i> program of study.
Necessary Equipment:	Laboratory facilities should simulate those found in the barbering industry.
Aligned Student Organization(s):	SkillsUSA www.tnskillsusa.org
Coordinating Work-Based Learning:	Instructors are encouraged to become certified in work-based learning for school-based enterprise opportunities. http://www.state.tn.us/education/cte/wb/index.shtml
Available Student Industry Certifications:	Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Barbering Examination for a Tennessee Barbering Technician License.
Dual Credit or Dual Enrollment Opportunities:	LEAs should work with their local Tennessee Technology Center for potential dual credit or dual enrollment opportunities.
Teacher Endorsement(s):	560
Additional Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/index.shtml

Course Description

Barbering II is the second level of barbering and prepares students for work-related skills and advancement into Barbering III. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, hair cutting,

shaving, nail care, and cosmetic applications will be enhanced in a laboratory setting, which duplicates industry standards.

Program of Study Application

Barbering II is the second course in the *Barbering* program of study and covers important skills and knowledge on becoming a professional barber.

Course Standards

Standard 1.0

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

Learning Expectations and Performance Indicators:

- 1.1 Analyze scalp and hair and prescribe cleansing and reconditioning treatments.
- 1.2 Demonstrate brushing techniques for various services, including selecting and practicing correct brushing technique for different diagnosis.
- 1.3 Prescribe scalp and neck manipulations to be administered, including both relaxing and stimulating. *

Standard 2.0

Students will evaluate advanced haircutting techniques.

Learning Expectations and Performance Indicators:

- 2.1 Demonstrate safety procedures using haircutting scissors, razors, clippers, and texture shears.
- 2.2 Compare sectioning techniques and methods for various haircuts, using bone structure and design.
- 2.3 Establish and demonstrate guideline procedures for various haircuts.
- 2.4 Establish and demonstrate elevations used in various haircuts, including geometric lines and angles.
- 2.5 Consult with clients to explain bone structure and facial shapes relating to haircutting, and complete haircuts in accordance with client's desires, needs, and expectations.*

Standard 3.0

Students will create harmony using design principles and elements.

Learning Expectations and Performance Indicators:

- 3.1 Diagram hair design as creations, including distinguishing facial shapes and using elements of various hairstyling techniques to design and create hairstyles which will enhance the appearance of the client's facial features and body structure.
- 3.2 Research styling and finishing techniques.
- 3.3 Compose designs using various techniques.

Standard 4.0

Students will evaluate hands and feet for cosmetic procedures.

Learning Expectations and Performance Indicators:

- 4.1 Assess sanitary and safety precautions, such as proper decontamination and infection control procedures, necessary for the application of artificial nails.



- 4.2 Organize, use and care for implements, tools, equipment, cosmetics, and materials used in nail application and nail artistry.

Standard 5.0

Students will formulate cosmetic procedures and applications to enhance a client’s appearance.

Learning Expectations and Performance Indicators:

- 5.1 Research the history of the skin, including structure, composition, and characteristics.
- 5.2 Complete and record an analysis of the skin, including environmental impacts.
- 5.3 Evaluate and demonstrate various methods of hair removal including physical, chemical and electronic.
- 5.4 Appraise the skin and bone structure for cosmetic applications such as cleansing, moisturizing, color enhancement and corrective makeup. *

Standard 6.0

Students will evaluate basic actions of chemicals as they relate to the barbering industry.

Learning Expectations and Performance Indicators:

- 6.1 Consult with clients to determine their needs and preferences in chemically texturing the hair; demonstrate texturing techniques such as permanent wave, chemical relaxers, and hair coloring.
- 6.2 Examine the structural changes of the hair through the application of chemical services and prescribe after-care products, including determining texture, porosity, and elasticity, selecting appropriate chemicals and comparing hair structure before and after application. *
- 6.3 Evaluate color principles using the color wheel, research on impacts of color on individuals, and creation and application of color products.
- 6.4 Analyze the pH (potential hydrogen) of products on hair. *
- 6.5 Select sanitation and safety precautions necessary for chemical applications. *

Standard 7.0

Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.

Learning Expectations and Performance Indicators:

- 7.1 Compare structure and quality of various types of wigs and hair additions.
- 7.2 Calculate measurements for customizing and fitting a wig. *
- 7.3 Evaluate the different types of hair extension designs.
- 7.4 Evaluate products used in caring for wigs and hair extensions.
- 7.5 Design styles using wigs, hair additions, and hair extensions. *
- 7.6 Relate sanitation and safety precautions to incorporating wigs and hair additions into designs.

Standard 8.0

Students will appraise the structure and functions of the human body.

Learning Expectations and Performance Indicators:

- 8.1 Examine the building blocks of the human body such as cells, tissues, organs, and systems and relate these to the barbering industry.
- 8.2 Differentiate between basic body systems and demonstrate and understanding of their operations.



8.3 Evaluate body structure as it relates to the barbering industry.

Standard 9.0

Students will research and compose information concerning the entrepreneurial possibilities in the barbering industry.

Learning Expectations and Performance Indicators:

- 9.1 Examine information through publications and the Internet concerning trends and technology in the barbering industry.
- 9.2 Design a business plan for a selected area in the barbering industry. Business plan may include project income and profit margins.*
- 9.3 Evaluate various retail products commonly sold in the shops for profit margins and demonstrate understanding of vendors and appropriate marketing techniques.

Standard 10.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

Learning Expectations and Performance Indicators:

- 10.1 Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
- 10.2 Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 10.3 Participate as a team member in a learning environment.
- 10.4 Respect the opinions, customs, and individual differences of others.
- 10.5 Build personal career development by identifying career interests, strengths, and opportunities.

Standard 11.0

Students will perform safety examinations and maintain safety records.

Learning Expectations and Performance Indicators:

- 11.1 Pass with 100 percent accuracy a written examination relating specifically to barbering.
- 11.2 Pass with 100 percent accuracy a performance examination relating specifically to barbering tools and equipment.
- 11.3 Maintain a portfolio record of written safety examinations and equipment examination for which the student has passed an operational checkout by the instructor.





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Barbering III

Primary Career Cluster:	Human Services
Consultant:	Marty Willis, (615) 741-8836, Marty.Willis@tn.gov
Course Code(s):	TBA
Prerequisite(s):	Barbering II
Credit:	Two to Three *Standards marked with an asterisk are required for three credits.
Grade Level:	12 th
Graduation Requirement Substitution:	None
Programs of Study and Sequence:	This is the third course in the <i>Barbering</i> program of study.
Necessary Equipment:	Laboratory facilities should simulate those found in the barbering industry.
Aligned Student Organization(s):	SkillsUSA www.tnskillsusa.org
Coordinating Work-Based Learning:	Instructors are encouraged to become certified in work-based learning for school-based enterprise opportunities. http://www.state.tn.us/education/cte/wb/index.shtml
Available Student Industry Certifications:	Upon completion and acquisition of 340 hours, students are eligible to take the Tennessee Board of Barbering Examination for a Tennessee Barbering Technician License.
Dual Credit or Dual Enrollment Opportunities:	LEAs should work with their local Tennessee Technology Center for potential dual credit or dual enrollment opportunities.
Teacher Endorsement(s):	560
Additional Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.state.tn.us/education/cte/index.shtml

Course Description

Barbering III is the advanced level of barbering, and it prepares students with work-related services for employment and entrepreneurship in the barbering field. Content provide students the opportunity to acquire foundation skills in both theory and practical applications. Advanced knowledge and skills in hair cutting, scalp care, chemical and barbershop management, which duplicates barbering industry

standards. Laboratory facilities and experiences will be used to simulate those found in the barbering industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Barbering examination for a Tennessee Master Barbering License.

Program of Study Application

Barbing III is the third course in the *Barbering* program of study and covers important skills and knowledge on becoming a professional barber.

Course Standards

Standard 1.0

Students will interpret and demonstrate the basic principles of safety, sterilization and sanitation as it relates to chemical services performed in barbering.

Learning Expectations and Performance Indicators:

- 1.1 Implement the safety and sanitation procedures established by state law, including establishing and maintaining a working environment incorporating safety rules and regulations of the Environmental Protection Agency (EPA), the Occupational Safety and Health Administration (OSHA), and the Tennessee Board of Barbering; evaluating Material Safety Data Sheets (MSDS) for preventive measures to use in dealing with chemicals and treatment procedures; and developing and practicing acceptable procedures to prevent cross-contamination, airborne illnesses, and blood-borne pathogens.
- 1.2 Comply with the Department of Health Rules and the Tennessee Board of Barbering Rules and Regulations by employing preventive measures for ecological, chemical, and physical contamination.
- 1.3 Distinguish the difference between safe and dangerous experimentation. *

Standard 2.0

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

Learning Expectations and Performance Indicators:

- 2.1 Evaluate the chemistry of water and its relationship to cleansing agents and conditioners and select appropriate products based on water chemistry.
- 2.2 Differentiate between the chemical make-up of soaps, detergents, and surfactants.
- 2.3 Research and compare basic types of surfactants.

Standard 3.0

Students will interpret and demonstrate the basic principles of safety, sterilization, and sanitation as it relates to the barbering industry.

Learning Expectations and Performance Indicators:

- 3.1 Evaluate the chemical elements involved in the principles of hair design, including both physical and chemical styling.
- 3.2 Evaluate chemicals used in the development of styling products. *
- 3.3 Relate styling and finishing results to the chemicals used.



Standard 4.0

Students will evaluate hands and feet for cosmetic procedures.

Learning Expectations and Performance Indicators:

- 4.1 Evaluate the structure and chemical make-up of the nail.
- 4.2 Examine the difference between physical and chemical change. *
- 4.3 Evaluate the purpose of a catalyst and its effects on the nail.
- 4.4 Compare solvents and solutes by evaluating their purposes and uses.

Standard 5.0

Students will formulate cosmetic procedures and applications to enhance a client's appearance.

Learning Expectations and Performance Indicators:

- 5.1 Evaluate products to determine Sun Protection Factor (SPF).
- 5.2 Evaluate products, such as cleansers and moisturizers, to determine skin absorption factors. *

Standard 6.0

Students will evaluate basic actions of chemicals, as they relate to the barbering industry.

Learning Expectations and Performance Indicators:

- 6.1 Differentiate between sulfur, hydrogen, and disulfide bonds in the hair by examining the effects of water and chemicals on shape memory; assessing possibility of hair breakage; and evaluating the effects of chemicals used for re-texturing.*
- 6.2 Evaluate the chemical classifications of permanent waves. *

Standard 7.0

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

Learning Expectations and Performance Indicators:

- 7.1 Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
- 7.2 Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
- 7.3 Participate as a team member in a learning environment.
- 7.4 Respect the opinions, customs, and individual differences of others.
- 7.5 Build personal career development by identifying career interests, strengths, and opportunities.

