# Program of Study Guide:
# Careers in Barbering - DRAFT

Comprehensive and course standards for the Personal Care Services pathway

Office of College and Career Pathways

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# Purpose

**The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Careers in Barbering Program of Study. The academic standards in this document are theoretical and performance based. The standards contain content from multiple state departments of education, the Maryland Board of Barbers, and the PSI Barbering Test Taking Guide. They have been reviewed and vetted by members of the Maryland business and industry community.**

In addition to academic standards, the Maryland State Department of Education (MSDE) has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

# Sources of Standards

The standards for the Barbering I-IV courses are derived from a combination of authoritative resources that provide comprehensive guidelines and best practices in barbering education. These sources collectively provide a robust foundation for developing comprehensive and industry-aligned standards for the Barbering I-IV courses, ensuring that students acquire the necessary skills and knowledge to succeed in the field of personal care services.

Below is a list of these sources, along with descriptions, their applications in course development, and corresponding web links. These sources collectively ensure that the Barbering I-IV courses are aligned with industry standards, regulatory requirements, and best practices in barbering education:

1. **Milady Standard Barbering, 6th Edition**
   A. **Description**: This comprehensive textbook is a leading resource in barbering education, providing foundational principles and techniques essential for success in the field. It covers a wide range of topics, including the history of barbering, classic and contemporary techniques, infection control, life skills, and business practices.
   B. **Usage**: The textbook serves as a primary curriculum guide, informing the development of course standards and ensuring alignment with industry practices.
   C. **Source**: Milady Standard Barbering, 6th Edition: https://www.milady.com/catalog/milady-standard-barbering-6th-edition

2. **Pivot Point Fundamentals: Barbering**
   A. **Description**: This curriculum offers a comprehensive education library designed to help learners pass licensure exams and become industry-ready professional barbers. It focuses on transforming information into meaningful learning experiences, covering areas such as haircutting, shaving, chemical services, and client consultation.
   B. **Usage**: The curriculum informs course standards by providing structured lessons and workshops that align with licensure requirements and industry expectations.
   C. **Source**: Pivot Point Fundamentals: Barbering: https://www.pivot-point.com/schools/licensure-education/fundamentals-barbering/

3. **Advance CTE Health and Human Services Career Cluster Framework**
   A. **Description**: This framework outlines the knowledge and skills necessary for careers in health and human services, including personal care services like barbering. It emphasizes enhancing personal appearance, promoting relaxation and well-being, and adhering to health and safety practices.
   B. **Usage**: The framework guides the development of course standards by ensuring they encompass essential competencies and align with career pathways in the health and human services sector.
   C. **Source**: Advance CTE Health and Human Services Career Cluster Framework: https://careertech.org/health-science

4. **Texas Barbering Standards**
   A. **Description**: These standards provide a structured outline of the skills and knowledge required for barbering students in Texas, covering areas such as safety and sanitation, haircutting, chemical services, and professional practices.
   B. **Usage**: The standards serve as a reference to ensure that course content meets regional educational requirements and industry standards.
   C. **Source**: Texas Barbering Standards: https://tea.texas.gov/sites/default/files/Barbering.pdf

5. **Maryland Department of Labor Barbering Licensing Requirements**
   A. **Description**: These requirements detail the criteria for obtaining barbering licenses in Maryland, including educational hours, practical experience, and examination components.
   B. **Usage**: The requirements inform course standards by outlining the competencies and qualifications students must achieve to obtain licensure in Maryland.
   C. **Source**: Maryland Department of Labor Barbering Licensing Requirements: https://www.dllr.state.md.us/license/barbers/

6. **National-Interstate Council of State Boards of Cosmetology (NIC) Barbering Examination Blueprint**
   A. **Description**: This blueprint provides a detailed outline of the content and structure of the national barbering licensure examinations, including both theoretical and practical components.
   B. **Usage**: The blueprint guides the development of course standards to ensure students are well-prepared for the licensure exams.
   C. **Source**: NIC Barbering Examination Blueprint: https://nictesting.org/barbering/

7. **Occupational Safety and Health Administration (OSHA) Guidelines for Personal Care Services**
   A. **Description**: These guidelines offer safety and health standards specific to personal care services, including barbering, focusing on infection control, chemical safety, and workplace ergonomics.
   B. **Usage**: The guidelines inform course standards related to safety and sanitation practices, ensuring compliance with federal regulations.
   C. **Source**: OSHA Guidelines for Personal Care Services: https://www.osha.gov/personal-care-services

8. **Environmental Protection Agency (EPA) Regulations on Disinfectants**
   A. **Description**: These regulations provide information on approved disinfectants and proper usage protocols for maintaining hygiene in personal care settings.
   B. **Usage**: The regulations guide course standards on infection control, ensuring the use of EPA-approved disinfectants in barbering practices.
   C. **Source**: EPA Regulations on Disinfectants: https://www.epa.gov/pesticide-registration/selected-epa-registered-disinfectants

9. **American Barber Association (ABA) Professional Standards**
    A. **Description**: These standards outline ethical practices, client relations, and professional development guidelines for barbers.
    B. **Usage**: The standards inform course content related to professionalism, ethics, and client management in the barbering industry.
    C. **Source**: American Barber Association Professional Standards: https://americanbarber.org/

10. **National Association of Barber Boards of America (NABBA) Model Curriculum**
    A. **Description**: This model curriculum provides a comprehensive outline of barbering education, including recommended instructional hours and subject matter.
    B. **Usage**: The curriculum serves as a benchmark for developing course standards that meet national educational expectations in barbering.
    C. **Source**: NABBA Model Curriculum: https://nabba.org/

# Course Descriptions

| Course Level | Course Information | Description |
|---|---|---|
| Required Core: Course 1 | Barbering I<br>SCED: <XX><br>Grades: 9-12<br>Prerequisite: None<br>Credit: 1 | Barbering I introduces students to the foundational skills and knowledge necessary for a career in barbering. Emphasizing safety, sanitation, and professional conduct, this course provides hands-on training in basic haircutting, hairstyling, and shaving techniques. |
| Required Core: Course 2 | Barbering II<br>SCED: <XX><br>Grades: 10-12<br>Prerequisite: Barbering I<br>Credit: 1 | Barbering II builds on the foundational skills from Barbering I, focusing on advanced haircutting, hairstyling, and shaving techniques. Students will expand their knowledge of chemical services, including hair coloring, relaxing, and permanent waving, while maintaining compliance with safety and sanitation standards. |
| Required Core: Course 3 | Barbering III<br>SCED: <XX><br>Grades: 11-12<br>Prerequisite: Barbering I and II<br>Credit: 1 | Barbering III focuses on advanced barbering techniques and prepares students for Maryland's Limited Barber Stylist licensing exam. Students will refine their skills in precision haircutting, advanced shaving, beard design, and chemical services, such as corrective coloring and specialty perms. Emphasis is placed on professionalism, client management, and ethical practices. |
| Required Core: Course 4 | Barbering IV<br>SCED: <XX><br>Grades: 11-12<br>Prerequisite: Barbering I, II and III<br>Credit: 1 | Barbering IV is the capstone course in the barbering pathway, designed to prepare students for Maryland's full Barbering License exams. This course emphasizes mastery of advanced barbering techniques, including creative haircutting, complex chemical services, and detailed beard and facial grooming. |

***Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core.***

# Industry-Recognized Credentials and Work-Based Learning

| Industry-Recognized Credentials – The standards in this document are aligned to the following certifications: |
| --- |
| **By the end of Barbering III:** Barber-Stylist Limited<br><br>**By the end of Barbering IV:** Barber License |

| Work-Based Learning Examples and Resources | | | |
| --- | --- | --- | --- |
| **Barbering I:**<br>**Career Awareness** | **Barbering II:**<br>**Career Preparation** | **Barbering III:** | **Barbering IV:** |
| • Industry Visits<br>• Guest Speakers<br>• Participation in Career and Technical Student Organizations<br>• Postsecondary Visits – Program Specific Site Tours<br>• Mock Interviews | • All of Career Awareness plus the following:<br>• Job Shadow<br>• Paid and Unpaid Internships | • Paid and Unpaid Internships<br>• Apprenticeships | • Paid and Unpaid Internships<br>• Apprenticeships |

# Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively used to support pathways that lead to high-quality, sustainable employment.

**Standard Occupational Code (SOC) and Aligned Industry:**

| Indicator | Definition | Pathway Labor Market Data |
|---|---|---|
| **High Wage**[1] | Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA). *Note: A 25th percentile hourly wage of $24.74 or greater is required to meet this definition.* | **Standard Occupational Code:** 39-5011: Barbers **Hourly Wage/Annual Salary:** 25th Percentile: $17.06 / $35,485.00 50th Percentile: $17.38 / $36,150.00 75th Percentile: $17.38 / $36,150.00 |
| **High Skill** | Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher. | **Typical Entry-Level Education:** Barbers, hairstylists, and cosmetologists usually must complete a state-approved barber or barbering program. Admission to these programs varies by state. Programs typically involve a mix of classroom studies and hands-on training and lead to a certificate or other postsecondary nondegree award. |
| **In-Demand** | Annual growth plus replacement, across all Maryland occupations, is 405 openings between 2024-2029. | **Annual Openings** |

[1] Living Wage Calculator: https://livingwage.mit.edu/states/24

## Labor Market Information Data Source

Lightcast Q4 2024 Data Set. Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

## Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOCs were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

## Methodology for In-Demand Calculations

The baseline for annual job openings, taking into account new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) is 405.

# Course Standards: Barbering I

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 9-12.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
   C. The Careers in Barbering Program is a comprehensive four-course program designed to equip students with the knowledge, skills, and professional competencies required for a successful career in barbering. Beginning with foundational concepts in haircutting, hairstyling, shaving, and sanitation, the program progressively builds expertise in advanced techniques, including chemical services, precision grooming, and creative hair design. Students will develop a deep understanding of anatomy, client consultation, business management, and ethical practices, preparing them for real-world applications. The program includes hands-on training, work-based learning experiences, and preparation for Maryland's Limited Barber Stylist and full Barbering License exams. By the conclusion of the pathway, students will have the technical skills, industry certifications, and professional readiness to succeed in the barbering industry.
   D. Barbering I helps students develop an understanding of hair and scalp anatomy, infection control practices, and client consultation skills. Through a combination of classroom instruction and practical application, students will gain the foundational competencies needed to progress to Barbering II.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
      1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
      2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
      3. Employ effective reading, writing, and technical documentation skills.
      4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
      5. Demonstrate leadership skills and collaborate effectively as a team member.

6. Implement safety procedures, including proper use of software and following privacy guidelines.
7. Exhibit an understanding of legal and ethical responsibilities in the personal services field, following copyright laws and regulations.
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B. **The student identifies various career pathways in the personal care service field. The student is expected to:**
1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in barbering.
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
3. Demonstrate effective interview skills for roles in personal care service fields.

C. **The student develops technology and digital literacy skills. The student is expected to:**
1. Demonstrate proficiency in using digital scheduling and client management systems to organize appointments and maintain client records.
2. Use digital marketing tools, including social media platforms and content creation software, to promote barbering services and build a professional brand.
3. Research and evaluate online resources, such as industry publications and tutorials, to stay informed about emerging trends and best practices in barbering.
4. Use digital payment processing systems to facilitate secure transactions and manage financial records for a barbering business.
5. Operate professional software and apps for inventory management, ensuring efficient tracking and restocking of barbering supplies.

D. **The student integrates core academic skills into barbering practices. The student is expected to:**
1. Apply mathematical concepts such as proportions, angles, and measurements to achieve precision in haircutting, styling, and chemical applications.
2. Demonstrate effective written and verbal communication skills during client consultations, service documentation, and workplace interactions.
3. Use scientific principles to understand the structure and function of hair and skin, including the effects of chemical services and product ingredients.
4. Research industry trends and advancements to stay informed about new tools and techniques.

E. **The student demonstrates foundational skills in barbering and personal care services. The student is expected to:**
1. Identify career pathways in the barbering industry and discuss professional roles and responsibilities.
2. Explain the importance of health, safety, and sanitation regulations as outlined by OSHA, EPA, and Maryland State law.
3. Describe infection control practices, including the use of Safety Data Sheets (SDS) and procedures for cleaning and disinfecting tools and equipment.

F. **The student applies safety and sanitation protocols to ensure client and workplace safety. The student is expected to:**
   1. Perform proper hand hygiene using hand sanitizer or soap and water.
   2. Demonstrate appropriate draping techniques for different services, including haircuts and shaves.
   3. Apply first aid protocols for blood exposure incidents using a properly stocked first aid kit.
   4. Identify and implement procedures for preventing cross-contamination in a salon setting.

G. **The student integrates knowledge of anatomy and physiology into barbering practices. The student is expected to:**
   1. Describe the structure, growth cycles, and disorders of hair and scalp.
   2. Identify skin types and conditions relevant to barbering services.
   3. Analyze scalp conditions to recommend appropriate treatments and products.

H. **The student demonstrates proficiency in hair care and cutting techniques. The student is expected to:**
   1. Perform sectioning, texturizing, and basic haircutting techniques using shears, razors, and clippers.
   2. Demonstrate the proper use of combs and brushes for styling and detangling hair.
   3. Maintain haircut symmetry and proportion through the use of guidelines and balance.

I. **The student demonstrates introductory skills in shaving and beard grooming. The student is expected to:**
   1. Explain the importance of skin analysis before providing shaving services.
   2. Perform basic shaving techniques using freehand, backhand, and reverse strokes.
   3. Use steam towels for presoftening the beard and demonstrate proper lathering techniques.

# Course Standards: Barbering II

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
   C. The Careers in Barbering Program is a comprehensive four-course program designed to equip students with the knowledge, skills, and professional competencies required for a successful career in barbering. Beginning with foundational concepts in haircutting, hairstyling, shaving, and sanitation, the program progressively builds expertise in advanced techniques, including chemical services, precision grooming, and creative hair design. Students will develop a deep understanding of anatomy, client consultation, business management, and ethical practices, preparing them for real-world applications. The program includes hands-on training, work-based learning experiences, and preparation for Maryland's Limited Barber Stylist and full Barbering License exams. By the conclusion of the pathway, students will have the technical skills, industry certifications, and professional readiness to succeed in the barbering industry.
   D. Barbering II emphasizes professionalism and client management through real-world scenarios and mock consultations. By the end of this course, students will be equipped with intermediate barbering skills and the knowledge required to progress to Barbering III and begin preparing for Maryland's Limited Barber Stylist licensing exam.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
      1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
      2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
      3. Employ effective reading, writing, and technical documentation skills.
      4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
      5. Demonstrate leadership skills and collaborate effectively as a team member.

6. Implement safety procedures, including proper use of software and following privacy guidelines.
7. Exhibit an understanding of legal and ethical responsibilities in the personal services field, following copyright laws and regulations.
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B. **The student identifies various career pathways in the personal care service field. The student is expected to:**
1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in barbering.
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
3. Demonstrate effective interview skills for roles in personal care service fields.

C. **The student develops technology and digital literacy skills. The student is expected to:**
1. Demonstrate proficiency in using digital scheduling and client management systems to organize appointments and maintain client records.
2. Use digital marketing tools, including social media platforms and content creation software, to promote barbering services and build a professional brand.
3. Research and evaluate online resources, such as industry publications and tutorials, to stay informed about emerging trends and best practices in barbering.
4. Use digital payment processing systems to facilitate secure transactions and manage financial records for a barbering business.
5. Operate professional software and apps for inventory management, ensuring efficient tracking and restocking of barbering supplies.

D. **The student integrates core academic skills into barbering practices. The student is expected to:**
1. Apply mathematical concepts such as proportions, angles, and measurements to achieve precision in haircutting, styling, and chemical applications.
2. Demonstrate effective written and verbal communication skills during client consultations, service documentation, and workplace interactions.
3. Use scientific principles to understand the structure and function of hair and skin, including the effects of chemical services and product ingredients.
4. Research industry trends and advancements to stay informed about new tools and techniques.

E. **The student demonstrates advanced safety and sanitation practices. The student is expected to:**
1. Implement Maryland State sanitation requirements for tools, equipment, and workstations.
2. Apply procedures for maintaining a safe working environment, including identifying and managing workplace hazards.
3. Use advanced infection control techniques to prevent cross-contamination during multi-service appointments.

F.  **The student applies advanced haircutting and styling techniques. The student is expected to:**
    1.  Perform tapered, fade, and layered cuts, incorporating advanced blending and texturizing methods.
    2.  Demonstrate precision haircutting using clippers, razors, and shears, including techniques for facial and neck hair.
    3.  Style artificial hair and integrate styling aids and thermal tools to achieve client-specific results.

G.  **The student demonstrates proficiency in chemical services. The student is expected to:**
    1.  Explain the chemistry behind hair coloring, perming, and relaxing treatments.
    2.  Perform hair color applications, including virgin, retouch, and corrective color techniques, while adhering to client safety standards.
    3.  Execute permanent waving and chemical straightening procedures with appropriate products and techniques.

H.  **The student develops skills in shaving and beard grooming. The student is expected to:**
    1.  Perform full-face shaving services, incorporating advanced shaving strokes (freehand, backhand, and reverse freehand).
    2.  Design and shape beards and mustaches, integrating techniques for balance, proportion, and aesthetic appeal.
    3.  Apply skin care principles, including exfoliation and moisturizing, to enhance client comfort and service quality.

I.  **The student integrates client consultation and professional conduct into barbering practices. The student is expected to:**
    1.  Conduct thorough client consultations to identify needs, preferences, and potential contraindications for services.
    2.  Demonstrate professionalism, including personal grooming, client confidentiality, and adherence to Maryland licensing ethics.
    3.  Maintain accurate client records and service logs for future reference and compliance.

J.  **The student prepares for licensing exams and industry certifications. The student is expected to:**
    1.  Review Maryland Limited Barber Stylist licensing exam content and practice theoretical and practical components.
    2.  Demonstrate mastery of skills outlined in Maryland's practical exam requirements, including shaving, haircutting, and chemical services.
    3.  Use study resources, such as Milady Standard Barbering and Pivot Point Fundamentals, to enhance readiness for licensing.

K.  **The student develops employability and business management skills. The student is expected to:**
    1.  Explore career opportunities within barbering and related personal care industries.
    2.  Demonstrate customer service excellence, including communication, time management, and problem-solving.
    3.  Discuss business management principles, including inventory control, appointment scheduling, and financial tracking.

# Course Standards: Barbering III

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
   C. The Careers in Barbering Program is a comprehensive four-course program designed to equip students with the knowledge, skills, and professional competencies required for a successful career in barbering. Beginning with foundational concepts in haircutting, hairstyling, shaving, and sanitation, the program progressively builds expertise in advanced techniques, including chemical services, precision grooming, and creative hair design. Students will develop a deep understanding of anatomy, client consultation, business management, and ethical practices, preparing them for real-world applications. The program includes hands-on training, work-based learning experiences, and preparation for Maryland's Limited Barber Stylist and full Barbering License exams. By the conclusion of the pathway, students will have the technical skills, industry certifications, and professional readiness to succeed in the barbering industry.
   D. Through mock exams and practical assessments, students in Barbering III will demonstrate mastery of skills required for licensing while gaining real-world experience through work-based learning opportunities. Successful completion of this course prepares students to take the Limited Barber Stylist exam and transition to Barbering IV.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
      1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
      2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
      3. Employ effective reading, writing, and technical documentation skills.
      4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
      5. Demonstrate leadership skills and collaborate effectively as a team member.

6.  Implement safety procedures, including proper use of software and following privacy guidelines.
7.  Exhibit an understanding of legal and ethical responsibilities in the personal services field, following copyright laws and regulations.
8.  Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B.  **The student identifies various career pathways in the personal care service field. The student is expected to:**
1.  Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in barbering.
2.  Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
3.  Demonstrate effective interview skills for roles in personal care service fields.

C.  **The student develops technology and digital literacy skills. The student is expected to:**
1.  Demonstrate proficiency in using digital scheduling and client management systems to organize appointments and maintain client records.
2.  Use digital marketing tools, including social media platforms and content creation software, to promote barbering services and build a professional brand.
3.  Research and evaluate online resources, such as industry publications and tutorials, to stay informed about emerging trends and best practices in barbering.
4.  Use digital payment processing systems to facilitate secure transactions and manage financial records for a barbering business.
5.  Operate professional software and apps for inventory management, ensuring efficient tracking and restocking of barbering supplies.

D.  **The student integrates core academic skills into barbering practices. The student is expected to:**
1.  Apply mathematical concepts such as proportions, angles, and measurements to achieve precision in haircutting, styling, and chemical applications.
2.  Demonstrate effective written and verbal communication skills during client consultations, service documentation, and workplace interactions.
3.  Use scientific principles to understand the structure and function of hair and skin, including the effects of chemical services and product ingredients.
4.  Research industry trends and advancements to stay informed about new tools and techniques.

E.  **The student applies advanced safety and sanitation practices. The student is expected to:**
1.  Perform advanced infection control procedures in compliance with Maryland health and safety regulations.
2.  Use appropriate protective equipment and tools during multi-service appointments.
3.  Implement disinfection and sanitation practices for complex procedures, including chemical treatments and shaving.

F.  **The student demonstrates advanced haircutting techniques. The student is expected to:**
1.  Execute precision haircuts, including advanced fades, layered cuts, and texturizing techniques.

2.   Blend haircuts seamlessly using clippers, scissors, and razors, maintaining balance and proportion.
3.   Apply techniques to create modern and classic styles tailored to client preferences.

G.   **The student integrates chemical services into advanced barbering practices. The student is expected to:**
1.   Perform advanced hair coloring, including highlights, lowlights, balayage, and corrective coloring.
2.   Conduct chemical texture services such as permanent waving and relaxing, ensuring safety and precision.
3.   Evaluate hair and scalp conditions to recommend suitable chemical treatments and aftercare.

H.   **The student advances shaving and beard grooming skills. The student is expected to:**
1.   Demonstrate expertise in full-face shaving techniques using freehand, backhand, and reverse freehand strokes.
2.   Design and shape beards and mustaches to enhance client facial features and overall appearance.
3.   Provide skin care services before and after shaving to improve client comfort and satisfaction.

I.   **The student refines client consultation and professional conduct. The student is expected to:**
1.   Conduct detailed consultations to identify client needs, preferences, and contraindications.
2.   Create personalized service plans for multi-step grooming and styling services.
3.   Exhibit professionalism through effective communication, confidentiality, and adherence to ethical practices.

J.   **The student prepares for Maryland's Limited Barber Stylist licensing exam. The student is expected to:**
1.   Demonstrate mastery of skills required for the licensing exam, including haircutting, shaving, and chemical services.
2.   Participate in mock practical exams to simulate Maryland's licensing test environment.
3.   Review theoretical concepts from Milady Standard Barbering and Pivot Point Fundamentals to reinforce learning.

K.   **The student applies business and career readiness skills. The student is expected to:**
1.   Explore advanced career opportunities in barbering, including specialty services and entrepreneurship.
2.   Develop customer service strategies for client retention and satisfaction.
3.   Demonstrate salon management skills, including scheduling, inventory management, and marketing.

# Course Standards: Barbering IV

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.

2. **INTRODUCTION**
   A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
   B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
   C. The Careers in Barbering Program is a comprehensive four-course program designed to equip students with the knowledge, skills, and professional competencies required for a successful career in barbering. Beginning with foundational concepts in haircutting, hairstyling, shaving, and sanitation, the program progressively builds expertise in advanced techniques, including chemical services, precision grooming, and creative hair design. Students will develop a deep understanding of anatomy, client consultation, business management, and ethical practices, preparing them for real-world applications. The program includes hands-on training, work-based learning experiences, and preparation for Maryland's Limited Barber Stylist and full Barbering License exams. By the conclusion of the pathway, students will have the technical skills, industry certifications, and professional readiness to succeed in the barbering industry.
   D. In Barbering IV, students students will participate in supervised work-based learning experiences to refine their skills and build their professional portfolios. Business and entrepreneurial skills, such as salon management and marketing, are also integrated into the curriculum. By the end of this course, students will be fully prepared to pass Maryland's Barbering License exams and enter the workforce as licensed professionals.
   E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
   F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. **KNOWLEDGE AND SKILLS**
   A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
      1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
      2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
      3. Employ effective reading, writing, and technical documentation skills.
      4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.

5. Demonstrate leadership skills and collaborate effectively as a team member.
6. Implement safety procedures, including proper use of software and following privacy guidelines.
7. Exhibit an understanding of legal and ethical responsibilities in the personal services field, following copyright laws and regulations.
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.

B. **The student identifies various career pathways in the personal care service field. The student is expected to:**
   1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in barbering.
   2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations.
   3. Demonstrate effective interview skills for roles in personal care service fields.

C. **The student develops technology and digital literacy skills. The student is expected to:**
   1. Demonstrate proficiency in using digital scheduling and client management systems to organize appointments and maintain client records.
   2. Use digital marketing tools, including social media platforms and content creation software, to promote barbering services and build a professional brand.
   3. Research and evaluate online resources, such as industry publications and tutorials, to stay informed about emerging trends and best practices in barbering.
   4. Use digital payment processing systems to facilitate secure transactions and manage financial records for a barbering business.
   5. Operate professional software and apps for inventory management, ensuring efficient tracking and restocking of barbering supplies.

D. **The student integrates core academic skills into barbering practices. The student is expected to:**
   1. Apply mathematical concepts such as proportions, angles, and measurements to achieve precision in haircutting, styling, and chemical applications.
   2. Demonstrate effective written and verbal communication skills during client consultations, service documentation, and workplace interactions.
   3. Use scientific principles to understand the structure and function of hair and skin, including the effects of chemical services and product ingredients.
   4. Research industry trends and advancements to stay informed about new tools and techniques.

E. **The student applies advanced barbering techniques to meet client needs and industry standards. The student is expected to:**
   1. Perform advanced precision haircuts, including creative and custom designs, while maintaining symmetry and balance.
   2. Utilize advanced fading and blending techniques with clippers, shears, and razors to meet diverse client preferences.
   3. Style hair using modern trends and techniques, incorporating thermal tools and product recommendations.

F. **The student refines skills in chemical and cosmetic services. The student is expected to:**
1. Execute complex chemical services, including color correction, double-process coloring, and specialty perms.
2. Provide scalp and hair treatments tailored to individual client conditions, integrating knowledge of trichology.
3. Demonstrate proficiency in advanced chemical straightening techniques, ensuring client safety and product efficacy.

G. **The student demonstrates expertise in shaving, facial grooming, and skincare. The student is expected to:**
1. Execute complete facial shaves with advanced techniques, including detailed line-ups and specialty beard designs.
2. Apply skincare principles to identify and address client needs, incorporating exfoliation, moisturizing, and toning.
3. Integrate pre-shave and post-shave treatments to enhance client relaxation and skin health.

H. **The student integrates work-based learning experiences into barbering practices. The student is expected to:**
1. Participate in supervised work-based learning opportunities to practice advanced barbering skills in real-world settings.
2. Document work-based learning hours, services performed, and reflections on professional growth.
3. Demonstrate employability skills, including punctuality, teamwork, and adaptability in professional environments.

I. **The student prepares for the Maryland Barbering License exams. The student is expected to:**
1. Demonstrate mastery of all practical skills required for the Maryland Barbering practical exam, including haircutting, shaving, and chemical services.
2. Review and apply theoretical concepts, including Maryland state laws and regulations, sanitation, and professional conduct.
3. Participate in mock exams to build confidence and readiness for both written and practical components of the licensure process.

J. **The student applies business and entrepreneurial skills to barbering practices. The student is expected to:**
1. Develop a professional portfolio, including before-and-after client photos, service logs, and personal achievements.
2. Explore strategies for managing and marketing a barbering business, including branding, client retention, and social media promotion.
3. Demonstrate financial literacy, including managing service pricing, tracking expenses, and understanding payroll.

K. **The student demonstrates professionalism and ethical practices in barbering. The student is expected to:**
1. Uphold ethical standards in all client interactions, maintaining confidentiality and professionalism.

2.  Resolve client concerns and conflicts using effective communication and problem-solving skills.
3.  Reflect on personal performance and identify areas for improvement through feedback from mentors and clients.