

2012 Mississippi Curriculum Framework

Postsecondary Barber/Stylist

(Program CIP: 12.0402 – Barber/Hairstylist)

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Published by

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

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

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Standards in this document are based on information from the following organizations:

MS Board of Barber Examiners Mississippi State Board of Barber Examiners. (2002).
Mississippi laws governing the profession of barbering.
 Jackson, MS: Author.

Related Academic Standards CTB/McGraw-Hill LLC. (2005). *Tests of adult basic education, forms 9 and 10.* Monterey, CA: Author.
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Preface

Barber/Stylist Research Synopsis

Information listed at the end of each course was considered during the revision process. The Hinds Community College Web site (www.hindsc.edu/Departments/barber-stylist) and state barbering laws were especially useful in providing insight into trends and issues in the field. These references are suggested to instructors and students for further study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to provide input to inform changes to the curriculum framework. Specific comments regarding soft skills needed in this program included maintaining a positive attitude, being at work every day and on time, and having reading and writing skills to complete work orders and other forms related to the Barber/Stylist field. Occupational-specific skills mentioned as necessary included knowledge of the fundamentals, identification of basic parts, operation, and troubleshooting. Safety practices emphasized were practicing all Barber/Stylist safety rules and wearing the proper safety equipment.

Needs of the Future Workforce

When compared to other jobs in the United States, the Barber/Stylist occupation is projected to grow slower than average nationwide, only 18% by 2020, but much faster than average in Mississippi, 23% by that same year (EMSI, 2011). Job prospects will be best for individuals with formal training and will increase during the warmer months (US Bureau of Labor Statistics, 2010).

Barber/Stylist Projections and Earnings

Region	2011 Jobs	2020 Jobs	Change	% Change	Openings	2011 Median Hourly Earnings
Regional Total	389	479	90	23%	144	\$13.81
National Total	44,382	52,243	7,861	18%	13,964	\$16.14

Source: Outlook Report, Economic Marketing Specialists, Inc., 2011

Curriculum

The following national standards were referenced in each course of the curriculum:

- *Compass by ACT* (www.act.org/compass)
- *MS State Board of Barber Examiners Law*
- *National-Interstate Council of State Boards of Cosmetology* (www.nictesting.org)
- *CTB/McGraw-Hill LLC Tests of Adult Basic Education, forms 9 and 10 Academic Standards*
- *21st Century Skills* (www.p21.org)

The curriculum revision team considered industry and instructor comments, along with current research, during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made at the online curriculum revision meeting on February 17, 2012 included the following:

Changed the SCH breakdown in the courses:

BAV 1118 Basic Practices in Barbering : 8 sch = 2 hr lecture, 18 hr clinical lab
 BAV 1218 Fundamental Practices in Barbering I: 8 sch = 3 hr lecture, 15 hr clinical lab
 BAV 1318 Fundamental Practices in Barbering II: 8 sch = 2 hr lecture, 18 hr clinical lab
 BAV 1418 Intermediate Practices in Barbering I: 8 sch = 3 hr lecture, 15 hr clinical lab
 BAV 1518 Intermediate Practices in Barbering II : 8 sch = 6 hr lecture, 6 hr clinical lab
 BAV 1618 Advanced Practices in Barbering: 8 sch = 6 hr lecture 6 hr clinical lab

These are new course hour changes:

BAV 2217	Barber Training I	7 sch = 21 hr lab
BAV 2227	Barber Training II	7 sch = 21 hr lab
BAV 2237	Barber Training III	7 sch = 21 hr lab
BAV 2247	Barber Training IV	7 sch = 21 hr lab

- Reviewed competencies and objectives to ensure accuracy and appropriateness

Assessment

Students will be assessed by taking and passing the MS State Board of Barber Examiners licensing exam. A study guide for the Barber/Stylist written portion of the exam can be found at the NIC Web site (<http://www.nictesting.org>). If there are questions regarding assessment of this program, please contact Instructional Design Specialist at the Mississippi State University Research and Curriculum Unit, 662.325.2510.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- Blackboard program – How to use the Web site and affiliated software
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html, and then click on Differentiated Instruction. Work through this online course and review the additional resources.
- 21st Century Skills – To learn more about 21st Century Skills, please visit their Web site, <http://www.p21.org/>, and then click on Overview – 21st Skills Framework.
- Related Academics – To learn more about Related Academics, please go to the CTB/McGraw Hill Web site (<http://www.ctb.com/ctb.com/control/main?p=home>); to review the most updated standards for the Tests of Adult Basic Education, click on the TABE logo on the CTB/McGraw Hill home page.

Program Exceptions

The Barber/Stylist program does not offer less than a Technical Certificate upon completion of all courses in the program.

Articulation

There is no articulation for the Barber/Stylist program at the secondary level. Barbering laws require each barber school applicant to have earned a high school diploma or GED before entering the program.

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Career–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact local career–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and career skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide career and technical educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Referenced throughout the courses of the curriculum are the 21st Century Skills, which were developed by the Partnership for 21st Century Skills, a group of business and education organizations concerned about the gap between the knowledge and skills learned in school and those needed in communities and the workplace. A portion of the 21st Century Skills addresses learning skills needed in the 21st century, including information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Another important aspect of learning and working in the 21st century involves technology skills. The International Society for Technology in Education, developer of the National Educational Technology Standards (NETS), was a strategic partner in the Partnership for 21st Century Skills.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. The MS-CPAS2 blueprints are based upon the suggested course sequences to allow for Career Certificate (Y1) and Technical Certificate (Y2) assessments for all exit options. Please refer to the blueprint online. Each career–technical course in this sequence has been written using a common format, which includes the following components:

- **Course Name** – A common name that will be used by all community and junior colleges in reporting students
- **Course Abbreviation** – A common abbreviation that will be used by all community and junior colleges in reporting students
- **Classification** – Courses may be classified as the following:

- Career–technical core – A required career–technical course for all students
 - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Career–technical elective – An elective career–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester
 - Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
 - Corequisites – A listing of courses that may be taken while enrolled in the course
 - Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
 - Activities that include integration of academic and career–technical skills and course work, school-to-work transition activities, and articulation of secondary and postsecondary career–technical programs
 - Individualized learning activities, including work-site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors. Programs that offer an Associate of

Applied Science Degree must include all of the required Career Certificate courses, Technical Certificate courses **AND** a minimum of 15 semester hours of General Education Core Courses. The courses in the General Education Core may be spaced out over the entire length of the program so that students complete some academic and Career Technical courses each semester. Each community college specifies the actual courses that are required to meet the General Education Core Requirements for the Associate of Applied Science Degree at their college. The following 2012 SACS standard applies.

- *Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.*

In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework.
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the Mississippi Community College Board [MCCB] of the change)

In addition, the curriculum framework as a whole may be customized by doing the following:

- Sequencing courses within the suggested course sequence reflecting the new assessment format
- Developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with MCCB approval)
- Adding courses listed in the “Approved Career and Technical Electives List” as local certificate and degree completion requirements to meet specific needs of industries and other clients in the community. The “Approved Career and Technical Electives” are currently approved in the Uniform Course Numbering Book; therefore, MCCB approval is not required.

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Program Description

Barber/Stylist

The Barber/Stylist postsecondary instructional program prepares individuals to cut, color, perm, shampoo, and style hair. Students are also instructed on the proper techniques for facial massaging and shaving. Special attention is given to hygiene, safety, skin, scalp diseases, and equipment sterilization. Included is the study of sales, business management, laws governing the profession of barbering, and customer relationships. Instruction qualifies students for the MS State Board of Barber Examiners certification examination.

PROGRAM REQUIREMENTS

Mississippi laws governing the profession of barbering require completion of not less than 1500 hours of study at a barbering school approved by the MS State Board of Barber Examiners to become qualified to receive a certificate of registration to practice barbering. The academic requirements may be satisfied by successfully completing three semesters of study and with documentation of a high school diploma or GED.

The curriculum for Barber/Stylist is based upon data collected from curricula guides, state board documents, input from the business community, and a revision team. The listing of tasks from these sources served as baseline data for the development of this curriculum. The task list used in this curriculum is based upon the following assumptions:

1. In all areas, appropriate theory, safety, and support instruction will be provided for each task. It is essential that all instruction include use of the appropriate equipment needed to accomplish certain tasks. It is also assumed that each student will receive instruction to locate and use current reference materials from publications which present manufacturers' recommended or required specifications and procedures for doing the various tasks.
2. The individual program should have detailed, written evaluation standards for each task covered in the curriculum. Learning progress of students should be monitored and evaluated against these stated standards. A system should be in place which informs all students of their progress throughout the program.
3. It is recognized that individual courses will differ across the technical programs. The development of appropriate learning activities and tests will be the responsibility of the individual program.
4. These standards require that tasks contained in the list be included in the program to validate that the program is meeting the needs of the business community.

Program Description

Barber Instructor Training Option

This instructional program prepares individuals to teach others to cut, perm, color, relax, and style hair. Student instructors will also learn to teach proper administration of facials, straight razor shaves, as well as the significance of hygiene, sanitation, safety, skin and scalp diseases, and equipment sterilization. Finally, this program will prepare individuals to teach others in the area of sales, business management, state law and customer relationships. Satisfactory completion of the courses qualifies students for the MS State Board of Barber Examiners instructor licensing examination.

PROGRAM REQUIREMENTS

The curriculum is designed for students who currently hold a valid Mississippi barber license. Student instructors who do not have two years active experience must complete a minimum of 1000 hours of the instructor training program, while those who have two or more active years of experience must complete a minimum of 600 hours of the program. The curriculum complies with the standards of the MS State Board of Barber Examiners, and successful completion of the program qualifies students for the state licensing examination for barber instructors.

*****Please follow the MS State Board of Barber Examiners rules and regulations.*****

The curriculum for the Barber Instructor Training Option is based upon data collected from curricula guides, state board documents, input from businesses, and a revision team. The listing of tasks, which falls within the laws, rules, and regulations of the MS State Board of Barber Examiners, serves as the baseline data for the development of this curriculum and is based upon the following assumptions:

1. In all areas, appropriate theory, safety, and support instruction will be provided for each task. It is essential that all instruction includes use of the appropriate equipment needed to accomplish certain tasks. It is also assumed that each student will receive instruction to locate and use current reference materials from publications that present manufacturers' recommended or required specifications and procedures for doing the various tasks.
2. The individual program should have written and detailed evaluation standards for each task covered in the curriculum. Learning progress of students should be monitored and evaluated against these stated standards. A system should be in place that informs all students of their progress throughout the program.
3. It is recognized that individual courses will differ across technical programs. The development of appropriate learning activities and tests will be the responsibility of the individual program.
4. These standards require that tasks contained in the list be included in the program to validate that the program is meeting the needs of business.

Suggested Course Sequences Barber/Stylist

Technical Certificate Option

A Technical Certificate will be awarded upon completion of all the following technical courses in the Barber/Stylist program.

BAV 1118	Basic Practices in Barbering	8 sch: 2 hr. lecture, 18 hr lab
BAV 1218	Fundamental Practices in Barbering I	8 sch: 3 hr. lecture, 15 hr. lab
BAV 1318	Fundamental Practices in Barbering II	8 sch: 2 hr. lecture, 18 hr. lab
BAV 1418	Intermediate Practices in Barbering I	8 sch: 3 hr. lecture, 15 hr. lab
BAV 1518	Intermediate Practices in Barbering II	8 sch: 6 hr. lecture, 6 hr. lab
BAV 1618	Advanced Practices in Barbering	8 sch: 6 hr. lecture, 6 hr. lab
	Total Semester Credit Hours for a Technical Certificate	48 sch

Instructor Training Certificate Option

An Instructor Training Certificate will be awarded upon completion of all required Technical Certificate courses **AND** the following required instructor courses in the Barber/Stylist program.

	Instructor Training Certificate Option	48 sch
BAV 2217	Barber Training I	7 sch: 2 hr. lecture, 15 hr. lab
BAV 2227	Barber Training II	7 sch: 2 hr. lecture, 15 hr. lab
BAV 2237	Barber Training III	7 sch: 2 hr. lecture, 15 hr. lab
BAV 2247	Barber Training IV	7 sch: 2 hr. lecture, 15 hr. lab
	Total Semester Credit Hours for an Instructor Training Certificate	76 sch

- * Students who lack entry-level skills in mathematics, English, science, and so forth will be provided related studies.

PROFILE of CLOCK HOUR PROGRAM
"CLOCK TO CREDIT CONVERSION NOT ALLOWED"

This form was originally developed by (ACCSC). To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID: Institution Name: Mississippi Community College Board
 Program Name: **Barbering** Program Length (wks): 40.00

Identify the institution's unit of credit [SELECT ONE]

<input checked="" type="checkbox"/>	Clock	Below are the instructional hours used to calculate quarter or semester credit hours.		
<input type="checkbox"/>	Quarter	10	20	30
<input type="checkbox"/>	Semester	15	30	45
		lecture hrs	laboratory hrs	practicum hrs

* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc. and must be justified.

Course Number	Course Titles	Gen Ed (Y/N)	DE (Y/N)	TOTALS					CLOCK HOURS			EQUIVALENT CREDIT HOURS			Semester	Total Clock Hours per semester					
				330.00	-	1,170.00	1,500.00	1,500.00	Lecture		Lab		Practicum, Externship, Internship	TOTAL in class clock hrs			TOTAL clock hours	Classrm	Lab	Intern Extern	Total Credits Awarded
				Lecture	Lab	Practicum, Externship, Internship	TOTAL in class clock hrs	TOTAL clock hours	Classrm	Lab	Intern Extern	Total Credits Awarded									
BAV 1118	Basic Practices in barbering			30.00		270.00	300.00	300.00	-	-	-	-	-	-	-	-	-	FALL			
BAV 1218	Fundamental Practices in Barbering I			45.00		225.00	270.00	270.00	-	-	-	-	-	-	-	-	-	FALL	570.00		
BAV 1318	Fundamental Practices in Barbering II			30.00		270.00	300.00	300.00	-	-	-	-	-	-	-	-	-	SPRING			
BAV 1418	Intermediate Practices in Barbering I			45.00		225.00	270.00	270.00	-	-	-	-	-	-	-	-	-	SPRING	570.00		
BAV 1518	Intermediate Practices in Barbering II			90.00		90.00	180.00	180.00	-	-	-	-	-	-	-	-	-	SUMMER			
BAV 1618	Advanced Practices in Barbering			90.00		90.00	180.00	180.00	-	-	-	-	-	-	-	-	-	SUMMER	360.00		
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FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.																					

PROFILE of CLOCK HOUR PROGRAM
"CLOCK TO CREDIT CONVERSION NOT ALLOWED"

This form was originally developed by (ACCSC). To print any worksheet open the worksheet / go to FILE / PRINT / and make sure "Active Worksheet" is selected / click OK. See INSTRUCTIONS worksheet for detailed instructions.

Institution ID: Institution Name: Mississippi Community College Board
 Program Name: Barber Instructor Training Option Program Length (wks): 40.00

Identify the institution's unit of credit [SELECT ONE]	<input checked="" type="checkbox"/> Clock	Below are the instructional hours used to calculate quarter or semester credit hours.					
	<input type="checkbox"/> Quarter	10	lecture hrs	20	laboratory hrs	30	pracicum hrs
	<input type="checkbox"/> Semester	15	lecture hrs	30	laboratory hrs	45	pracicum hrs

* Outside hours are defined as unscheduled hours of outside work such as projects, homework, etc. and must be justified.

		TOTALS		120.00	-	900.00	1,020.00	1,020.00	-	-	-	-		
Course Number	Course Titles	Gen Ed (Y/N)	DE (Y/N)	CLOCK HOURS				EQUIVALENT CREDIT HOURS				Total Credits Awarded	Semester	Total Clock Hours per semester
				Lecture	Lab	Practicum, Externship, Internship	TOTAL in class clock hrs	TOTAL clock hours	Classrm	Lab	Intern Extern			
BAV 2217	Barber Training I			30.00		225.00	255.00	255.00	-	-	-	-	FALL	
BAV 2227	Barber Training II			30.00		225.00	255.00	255.00	-	-	-	-	FALL	510.00
BAV 2237	Barber Training III			30.00		225.00	255.00	255.00	-	-	-	-	SPRING	
BAV 2247	Barber Training IV			30.00		225.00	255.00	255.00	-	-	-	-	SPRING	510.00

FINAL ROW - If program requires more than 25 lines for course information, please use Program with >25 courses template.

Associate of Applied Science Degree Option

To receive the Associate of Applied Science (AAS) degree in barber/stylist, a student must complete all of the required technical-certificate courses **AND** a minimum of 15 semester hours of general education core courses. The courses in the general education core may be spaced out over the entire length of the program so that students complete some academic and career technical courses each semester. Each community college specifies the actual courses that are required to meet the general education core requirements for the Associate of Applied Science degree at the college. The following 2012 SACS standard applies.

Section 2.7.3 For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

A student must complete the following minimum credit requirements for the AAS degree option:

Technical Certificate	48 credits minimum
Instructor Training Certificate	28 credit minimum (optional)
General Education Core Courses	15 credits minimum
Total Semester Credit Hours for the Associate of Applied Science Degree	63 credits minimum

Approved career–technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area. In order to provide flexibility within the districts, individual courses within a framework may be customized by doing the following:

- Adding new competencies and suggested objectives to complement the existing competencies and suggested objectives in the program framework
- Revising or extending the suggested objectives for individual competencies
- Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (**after informing the Mississippi Community College Board [MCCB] of the change**)

Barber/Stylist Courses

Course Name: Basic Practices in Barbering

Course Abbreviation: BAV 1118

Classification: Career–Technical Core

Description: Basic practices including orientation, safety, and practical experiences in handling tools and hair cutting. Practices are performed independently with supervision. (8 sch: 2 hr. lecture, 18 hr. clinical lab)

Prerequisite: Students must have a high school diploma or GED and meet the college's entry requirements for the program.

Competencies and Suggested Objectives
<p>1. Explain and apply the rules of the barber school and barber shop, including safety and sanitation. ^{BAR1, BAR2}</p> <ol style="list-style-type: none"> a. Explain the attendance policy. b. Discuss the rules of conduct in the school and shop. c. Explain the shop regulations as per the state board. d. Discuss sanitation procedures as required by the state board. e. Explain safety rules and regulations of the school and shop.
<p>2. Explain the use for computers in the barber/styling industry. ^{BAR5}</p> <ol style="list-style-type: none"> a. Identify basic computer operations. b. Research barbering trends from the past to present. c. Research hair care products.
<p>3. Identify and demonstrate the safe use of the various types of clippers, razors, shears, and combs. ^{BAR1}</p> <ol style="list-style-type: none"> a. Identify the various types of equipment used in the shop. b. Demonstrate the safe use of equipment and various accessories.
<p>4. Demonstrate the procedures in providing a client with a haircut. ^{BAR2, BAR3, BAR6}</p> <ol style="list-style-type: none"> a. Prepare a client for a haircut using professionally accepted procedures. b. Demonstrate the grip and use of the clippers on each area of the head. c. Demonstrate the hand movements to cut hair so it will blend evenly. d. Demonstrate the basic steps and movements to provide the finishing touches to a haircut. e. Provide a basic taper and radial haircut which blends evenly and conforms to a planned pattern. f. Give a haircut using the clipper-over-comb method. g. Using wet and dry methods, demonstrate the technique of using scissors, razor, and electric clippers. h. Give a haircut involving arching and using clippers to conform to a planned pattern.

Barber Stylist Industry Standards

BAR1 Researching/reviewing the history of barbering, barber schools, state boards, and the origin of tools and implements.

- B1 History fundamentals of barbering
- B3 Barber implements, shaving, beard, haircutting, and styling
- B11 General review

BAR2 Listing proper procedures of disinfection, sanitation, and sterilization.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR4 Reviewing proper attire/professional image.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B10 Business management and salesmanship
- B11 General review

BAR6 Preventing disease transmission in the barber shop.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Fundamental Practices in Barbering I

Course Abbreviation: BAV 1218

Classification: Career–Technical Core

Description: Fundamental practices in styling, shampooing, blow drying, perm rolling, and perm processing. Practices are performed independently with supervision. (8 sch: 3 hr. lecture, 15 hr. clinical lab)

Prerequisite: (BAV 1118)

Competencies and Suggested Objectives	
1. Analyze a client's hair. ^{BAR1}	<ol style="list-style-type: none"> a. Discuss the purposes for analyzing a client's hair. b. Identify the type, shape, and form of curly and overly curly hair. c. Describe the structure, appearance, variety, and qualities of curly and overly curly hair.
2. Prepare a client for and give a shampoo. ^{BAR1, BAR2}	<ol style="list-style-type: none"> a. Drape and neck-strip a client using a cape and towel. b. Shampoo a client demonstrating acceptable safety precautions. c. Perform scalp manipulations for scalp treatment. d. Blow dry hair in the direction of the desired style.
3. Thermal curl a client's hair. ^{BAR1}	<ol style="list-style-type: none"> a. Explain the procedures for thermal curling hair. b. Discuss the safety precautions which must be observed when thermal curling. c. Identify and explain the tools needed for thermal curling. d. Perform a thermal curling on a client.
4. Conduct computer-based research about perm processing. ^{BAR2, BAR4}	<ol style="list-style-type: none"> a. Perform hair analysis on clients. b. Perform group discussion/reports. c. Identify appropriate products to be used.
5. Provide a perm to a client. ^{BAR2, BAR4}	<ol style="list-style-type: none"> a. Explain hair texture, porosity, density, elasticity, and the reasons for changes in hair color. b. Prepare a client for a perm. c. Identify and explain the types of chemicals used in perms. d. Identify and demonstrate how to section, block, and wrap for a perm. e. Apply the necessary lotion and explain the processing, timing, and testing of a curl for a perm. f. Explain and demonstrate the procedure for halting the action of the waving lotion. g. Identify and discuss special problems in permanent waving.

Barber Stylist Industry Standards

BAR2 Listing proper procedures of disinfection, sanitation, and sterilization.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)

- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR4 Reviewing proper attire/professional image.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B10 Business management and salesmanship
- B11 General review

BAR6 Preventing disease transmission in the barber shop.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR7 Discussing, demonstrating, and reviewing a massage and treatment of the face; hair structure; and the use of chemicals as it pertains to hair coloring, lightening, straightening, and curling of both naturally grown hair as well as artificial hairpieces.

- B5 Hair coloring-tinting, bleaching straightening
- B6 Hair structure and chemicals
- B7 Theory of massage and facial treatment

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Fundamental Practices in Barbering II

Course Abbreviation: BAV 1318

Classification: Career–Technical Core

Description: Fundamental practices in sanitation, sterilization, prevention and control of contamination, and execution of decontamination in the workplace, hygiene and good grooming, hair analysis, and the application of a chemical hair relaxer and style. Practices are performed independently with supervision. (8 sch: 2 hr. lecture, 18 hr. clinical lab)

Prerequisite: (BAV 1118, 1218)

Competencies and Suggested Objectives	
1. Explain and demonstrate the personal traits of a successful barber.	BAR4, BAR5
a. Explain the principles of personal hygiene and grooming.	
b. Demonstrate good posture and poise techniques.	
c. Explain the qualities of a good personality.	
2. Identify the sources of infection and required sanitizing procedures.	BAR2, BAR6
a. Identify the types and classifications of bacteria, sources of infection, and body defenses against disease and infection.	
b. Demonstrate the procedures for doing wet and dry sanitizing procedures.	
c. Explain sanitation procedures as per the requirements of the state board.	
3. Identify the various aspects of hair.	BAR1, BAR4
a. Identify and explain the parts of the hair and related structures.	
b. Identify hair growth and analysis.	
4. Conduct computer-based research about chemical hair relaxers.	BAR4
a. Perform hair analysis on clients.	
b. Perform group discussion/reports.	
c. Identify appropriate products to be used.	
5. Explain and apply chemical procedures as it relates to the barbering practice.	BAR1
a. Explain the relationship of chemistry to barbering practices.	
b. Discuss the chemical actions of water, shampoo, and conditioners.	
c. Describe the chemical actions involved in permanent waving and chemical relaxing.	
d. Identify the chemical actions of hair coloring and lightening.	
e. Perform a patch test.	
6. Explain and style chemically processed hair.	BAR1
a. Explain safety rules, reminders, and helpful hints for styling chemically processed hair.	
b. Explain the procedures for the application of a chemical hair relaxer and style.	
c. Identify what equipment and products are needed to perform the style.	
d. Style chemically processed hair.	

Barber Stylist Industry Standards

BAR2 Listing proper procedures of disinfection, sanitation, and sterilization.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)

- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR4 Reviewing proper attire/professional image.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B10 Business management and salesmanship
- B11 General review

BAR6 Preventing disease transmission in the barber shop.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR7 Discussing, demonstrating, and reviewing a massage and treatment of the face; hair structure; and the use of chemicals as it pertains to hair coloring, lightening, straightening, and curling of both naturally grown hair as well as artificial hairpieces.

- B5 Hair coloring-tinting, bleaching straightening
- B6 Hair structure and chemicals
- B7 Theory of massage and facial treatment

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Intermediate Practices in Barbering I

Course Abbreviation: BAV 1418

Classification: Career–Technical Core

Description: Intermediate practices, including theory of colors, classifications of hair color, color preparation and applications, and treatment of damaged hair. Practices are performed independently with supervision. (8 sch: 3 hr. lecture, 15 hr. clinical lab)

Prerequisite: (BAV 1118, 1218, 1318)

Competencies and Suggested Objectives	
1.	Discuss the theory and laws related to hair coloring. ^{BAR1} <ol style="list-style-type: none"> Discuss the principles of color theory and relate their importance to hair coloring. Define the various laws of color which serve as guidelines for color mixing. Discuss the Level System.
2.	Conduct computer-based research to examine the effects of hair coloring on virgin and chemically processed hair. ^{BAR4} <ol style="list-style-type: none"> Perform hair analysis on client. Prepare group report and presentation. Create client record cards and client release statements.
3.	Explain and demonstrate temporary hair color. ^{BAR1, BAR2} <ol style="list-style-type: none"> Explain safety precautions and sanitation procedures of temporary hair color. Demonstrate how to give a temporary color rinse. Research other types of temporary hair color.
4.	Explain and demonstrate coloring of hair. ^{BAR1, BAR2} <ol style="list-style-type: none"> Explain safety precautions and sanitation procedures of coloring. Demonstrate how to give a single application virgin color. Demonstrate how to apply a single application color retouch. Demonstrate how to tint hair to restore original color.
5.	Explain and demonstrate the use of lighteners. ^{BAR2} <ol style="list-style-type: none"> Explain safety precautions and sanitation procedures of lightening. Demonstrate how to bleach virgin hair. Demonstrate how to perform a lightener retouch. Demonstrate how to use a toner on pre-lightened hair. Demonstrate how to perform a toner retouch.
6.	Explain and demonstrate color filler procedures. ^{BAR2} <ol style="list-style-type: none"> Explain safety precautions and sanitation procedures of a color filler. Demonstrate the procedures of applying a color filler. Demonstrate the procedures of applying a conditioner filler. Demonstrate how to remove artificial color.

Barber Stylist Industry Standards

BAR2 Listing proper procedures of disinfection, sanitation, and sterilization.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR4 Reviewing proper attire/professional image.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B10 Business management and salesmanship
- B11 General review

BAR6 Preventing disease transmission in the barber shop.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR7 Discussing, demonstrating, and reviewing a massage and treatment of the face; hair structure; and the use of chemicals as it pertains to hair coloring, lightening, straightening, and curling of both naturally grown hair as well as artificial hairpieces.

- B5 Hair coloring-tinting, bleaching straightening
- B6 Hair structure and chemicals
- B7 Theory of massage and facial treatment

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Intermediate Practices in Barbering II

Course Abbreviation: BAV 1518

Classification: Career–Technical Core

Description: Additional study of the structure and function of the skin, common skin disorders, and scalp and hair disorders. Practices include providing facial massages, rendering plain facials, shaving, mustache and beard trimming, and barbering services previously introduced. (8 sch: 6 hr. lecture, 6 hr. clinical lab)

Prerequisite: (BAV 1118, 1218, 1318, 1418).

Competencies and Suggested Objectives	
1. Conduct computer-based research about disorders of the skin, scalp, and hair.	BAR2, BAR6
a. Discuss preparations and treatments for damaged hair.	
b. Discuss skin and scalp treatments.	
c. Discuss proper procedures for a plain facial.	
2. Explain and demonstrate those treatments necessary for a healthy scalp.	BAR6
a. Explain safety and sanitation procedures in scalp treatments.	
b. Diagnose and demonstrate the necessary treatments for dandruff.	
c. Demonstrate and explain the treatment for alopecia.	
d. Identify disorders of the skin, scalp, and hair.	
e. Differentiate between contagious and non-contagious diseases of the scalp.	
3. Provide services for mustaches and beards.	BAR2
a. Explain safety and sanitation procedures for mustaches and beards.	
b. Demonstrate how to trim and shape mustaches and beards.	
4. Explain and demonstrate the procedures for providing a face shave.	BAR1, BAR2, BAR6
a. Explain safety and sanitation procedures for facial shaves.	
b. Discuss the fourteen shaving strokes and where they are applied on the face.	
c. Demonstrate a face shave.	
5. Explain and demonstrate the procedures for providing facial massages.	BAR2, BAR3
a. Explain safety and sanitation procedures in facial massaging.	
b. Demonstrate and explain the techniques used in performing a facial massage.	
6. Independently provide all barbering services previously completed in Basic Practices in Barbering (BAV 1118) and Fundamental Practices in Barbering I (BAV 1218). (Refer to the competencies and suggested objectives as stated in these courses.)	BAR1, BAR2, BAR4, BAR6

Barber Stylist Industry Standards

- BAR1 Researching/reviewing the history of barbering, barber schools, state boards, and the origin of tools and implements.
- B1 History fundamentals of barbering
 - B3 Barber implements, shaving, beard, haircutting, and styling
 - B11 General review

BAR2 Listing proper procedures of disinfection, sanitation, and sterilization.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR4 Reviewing proper attire/professional image.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B10 Business management and salesmanship
- B11 General review

BAR6 Preventing disease transmission in the barber shop.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR7 Discussing, demonstrating, and reviewing a massage and treatment of the face; hair structure; and the use of chemicals as it pertains to hair coloring, lightening, straightening, and curling of both naturally grown hair as well as artificial hairpieces.

- B5 Hair coloring-tinting, bleaching straightening
- B6 Hair structure and chemicals
- B7 Theory of massage and facial treatment

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Advanced Practices in Barbering

Course Abbreviation: BAV 1618

Classification: Career–Technical Core

Description: Advanced practices in business management and business law applicable to barber/styling shop management in preparation for the MS State Board of Barber Examiners licensing exam. (8 sch: 6 hr. lecture, 6 hr. clinical lab)

Prerequisite: (BAV 1118, 1218, 1318, 1418, 1518).

Competencies and Suggested Objectives	
1.	Explain and demonstrate the ethical conduct as related to employers, clients, and coworkers. ^{BAR4, BAR5} a. Explain the conduct required for successful barbers. b. Explain successful relationships with employers, clients, and coworkers. c. Demonstrate necessary personal skills of successful barbers.
2.	Explain the procedures to successfully manage a barber/style shop. ^{BAR3, BAR4, BAR5} a. Explain the procedures for opening a barber/style shop. b. Identify and explain the basic factors of business administration. c. Explain the basic aspects of business law applicable to shop management. d. Explain and demonstrate the acceptable procedures of telephone techniques in the barber/style shop.
3.	Explain the procedures for basic first aid and sanitation techniques in the barber/style shop. ^{BAR2} a. Explain needed first aid procedures in the barber/style shop. b. Explain sanitation procedures needed in the barber/style shop.
4.	Incorporate computer-based business management skills, including business financing, income taxes, and basic accounting procedures. ^{BAR5} a. Explain assets and liabilities of business ownership. b. Discuss basic advertising and business marketing techniques. c. Design and develop a business portfolio.
5.	Independently provide all of the barbering services covered in Fundamental Practices in Barbering II (BAV 1318) and Intermediate Practices in Barbering I (BAV 1418). (Refer to the competencies and suggested objectives as stated in these courses.) ^{BAR2, BAR4, BAR6}
6.	Prepare students for their state board licensing exam. ^{BAR1, BAR2, BAR4, BAR5} a. Review barber laws for the state of Mississippi. b. Demonstrate taper haircut, incline shampoo, and facial shave on a male model. c. Demonstrate a permanent wave, hair color, shampoo, cut, and style on female model.

Barber Stylist Industry Standards

BAR3 Reviewing station guidelines for shop layouts per state board regulations.

- B9 Barber laws, rules, and regulations

- B11 General review

BAR4 Reviewing proper attire/professional image.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B10 Business management and salesmanship
- B11 General review

BAR5 Outlining different topics as it relates to the business of barbering, i.e. management, job search, state law.

- B4 Male hairpiece sales and service
- B9 Barber laws, rules, and regulations
- B10 Business management and salesmanship
- B11 General review

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Barbering Instructor Training I

Course Abbreviation: BAV 2217

Classification: Career–Technical Core

Description: Successful completion of this course will enable the student to apply the training and instruction he or she received at the community/junior college program with the company of his or her choice. The student will perform/observe independently with minimal supervision from a company trainer. (7 sch: 2 hr. lecture, 15 hr. clinical lab)

Prerequisites: Completion of BAV 1118-1618, consent of instructor, and a current and valid barber license

Competencies and Suggested Objectives
1. Devise and utilize a written plan that details the occupational activities to be completed. <ol style="list-style-type: none"> a. Perform written occupational objectives.
2. Assess accomplishment of objectives. <ol style="list-style-type: none"> a. Prepare weekly written assessment of accomplishment of objectives. b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor. c. Mail final procedure checklist to the instructor.

Barber Stylist Industry Standards

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Barbering Instructor Training II

Course Abbreviation: BAV 2227

Classification: Career–Technical Core

Description: Successful completion of this course will enable the student to apply the training and instruction he or she received at the community/junior college program with the company of his or her choice. The student will perform/observe independently with minimal supervision from a company trainer. (7 sch: 2 hr. lecture, 15 hr. clinical lab)

Prerequisites: Completion of BAV 2217, consent of instructor, and a current and valid barber license

Competencies and Suggested Objectives
1. Devise and utilize a written plan that details the occupational activities to be completed. <ol style="list-style-type: none"> a. Perform written occupational objectives.
2. Assess accomplishment of objectives. <ol style="list-style-type: none"> a. Prepare weekly written assessment of accomplishment of objectives. b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor. c. Mail final procedure checklist to the instructor.

Barber Stylist Industry Standards

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Barbering Instructor Training III

Course Abbreviation: BAV 2237

Classification: Career-Technical Core

Description: Successful completion of this course will enable the student to apply the training and instruction he or she received at the community/junior college program with the company of his or her choice. The student will perform/observe independently with minimal supervision from a company trainer. (7 sch: 2 hr. lecture, 15 hr. clinical lab)

Prerequisites: Completion of BAV 2217 and BAV 2227, consent of instructor, and a current and valid barber license

Competencies and Suggested Objectives
1. Devise and utilize a written plan that details the occupational activities to be completed. <ol style="list-style-type: none"> a. Perform written occupational objectives.
2. Assess accomplishment of objectives. <ol style="list-style-type: none"> a. Prepare weekly written assessment of accomplishment of objectives. b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor. c. Mail final procedure checklist to the instructor.

Barber Stylist Industry Standards

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Course Name: Barbering Instructor Training IV

Course Abbreviation: BAV 2247

Classification: Career-Technical Core

Description: Successful completion of this course will enable the student to apply the training and instruction he or she received at the community/junior college program with the company of his or her choice. The student will perform/observe independently with minimal supervision from a company trainer. (7 sch: 2 hr. lecture, 15 hr. clinical lab)

Prerequisites: Completion of BAV 2217, BAV 2227, and BAV 2237, consent of instructor, and a current and valid barber license

Competencies and Suggested Objectives
1. Devise and utilize a written plan that details the occupational activities to be completed. <ol style="list-style-type: none"> a. Perform written occupational objectives.
2. Assess accomplishment of objectives. <ol style="list-style-type: none"> a. Prepare weekly written assessment of accomplishment of objectives. b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor. c. Mail final procedure checklist to the instructor.

Barber Stylist Industry Standards

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Appendix A: Course References

All of the courses in the Barber/Stylist program use the following suggested resources:

General References

Bureau of Labor Statistics. (2010-2011). *Occupational outlook handbook, 2010-11: Advertising, marketing, promotions, public relations, and sales managers*. (U. S. Bureau of Labor Statistics, Ed.) Retrieved from Bureau of Labor Statistics:
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Economic Marketing Specialists, Inc. (2011). *Occupations report: Mississippi counties*. Moscow: Economic Marketing Specialists, Inc.

Howe, L. (1994). *Milady's professional instructor for cosmetology, barber-styling, and nail technology*. Milady Publishing.

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Mississippi State Board of Barber Examiners. (2002). *Mississippi laws governing the profession of barbering*. Jackson, MS: Author.

Scali-Sheahan, M. (2011). *Milady's standard professional barbering*. Clifton Park, NY: Cengage Learning.

Appendix B: Standards for Barber/Stylist ¹

Barber/Stylist Standards								
	Course	Basic Practices in Barbering BAV 1118	Fundamental Practices in Barbering I BAV 1218	Fundamental Practices in Barbering II BAV 1318	Intermediate Practices in Barbering I BAV 1418	Intermediate Practices in Barbering I BAV 1518	Advance Practices in Barbering BAV 1618	
Industry Standards								
	BAR1	X				X		
	BAR2	X	X	X	X	X		
	BAR3						X	
	BAR4	X	X	X	X	X	X	
	BAR5						X	
	BAR6	X	X	X	X	X		
	BAR7		X	X	X	X		
	BAR8	X	X	X	X	X	X	

Barber Stylist Industry Standards

BAR1 Researching/reviewing the history of barbering, barber schools, state boards, and the origin of tools and implements.

- B1 History fundamentals of barbering
- B3 Barber implements, shaving, beard, haircutting, and styling
- B11 General review

BAR2 Listing proper procedures of disinfection, sanitation, and sterilization.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR3 Reviewing station guidelines for shop layouts per state board regulations.

- B9 Barber laws, rules, and regulations
- B11 General review

BAR4 Reviewing proper attire/professional image.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)

¹ Standards for Barber/Stylist were adapted from the *Mississippi Laws Governing the Profession of Barbering*, adopted by the MS State Board of Barber Examiners, effective July 1, 2002.

- B10 Business management and salesmanship
- B11 General review

BAR5 Outlining different topics as it relates to the business of barbering, i.e. management, job search, state law.

- B4 Male hairpiece sales and service
- B9 Barber laws, rules, and regulations
- B10 Business management and salesmanship
- B11 General review

BAR6 Preventing disease transmission in the barber shop.

- B2 Elementary chemistry relating to sterilization (Sanitation, Bacteriology, and Hygiene)
- B8 Disorders of the skin, scalp, and hair
- B11 General review

BAR7 Discussing, demonstrating, and reviewing a massage and treatment of the face; hair structure; and the use of chemicals as it pertains to hair coloring, lightening, straightening, and curling of both naturally grown hair as well as artificial hairpieces.

- B5 Hair coloring-tinting, bleaching straightening
- B6 Hair structure and chemicals
- B7 Theory of massage and facial treatment

BAR8 (Practicum Standards C 1-8) Practical demonstration of all of the following: hair cutting (male and female), tapering, shaving of the beard and mustache, hair coloring, permanent waving, relaxing, scalp and hair treatment, facial treatments, artificial hairpieces and all other topics as it relates to barbering (miscellaneous).

- C1 Hair cutting, tapered and long (male and female)
- C2 Shaving beard and mustaches
- C3 Hair coloring
- C4 Scalp and hair treatment, shampoo, etc.
- C5 Facial treatments
- C6 Permanent waving, razor cutting, and styling
- C7 Hairpieces-fitting (sales and service)
- C8 Miscellaneous

Appendix C: Related Academic Standards²

Related Academic Standards								
	Course	Basic Practices in Barbering BAV 1118	Fundamental Practices in Barbering I BAV 1218	Fundamental Practices in Barbering II BAV 1318	Intermediate Practices in Barbering I BAV 1418	Intermediate Practices in Barbering I BAV 1518	Advance Practices in Barbering BAV 1618	
21st Century Standards								
	R1		X		X		X	
	R2							
	R3	X	X	X	X	X	X	
	R4	X	X	X	X	X	X	
	R5	X	X	X	X	X	X	
	M1				X		X	
	M2						X	
	M3				X		X	
	M4						X	
	M5						X	
	M6				X			
	M7							
	M8		X	X	X		X	
	M9							
	A1							
	A2				X			
	A3	X	X	X	X	X	X	
	A4							
	A5	X		X	X		X	
	A6	X	X			X		
	A7							
	A8							
	L1						X	
	L2							
	L3							
	L4	X	X					
	L5							
	L6	X	X	X	X			
	S1							

² CTB/McGraw-Hill LLC. (2005). *Tests of adult basic education, forms 9 and 10*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright 2005 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

S2								
S3		x						

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause/effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject/verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

Appendix D: 21st Century Skills³

21 st Century Crosswalk for Barber/Stylist							
	Courses	Basic Practices in Barbering BAV 1118	Fundamental Practices in Barbering I BAV 1218	Fundamental Practices in Barbering II BAV 1318	Intermediate Practices in Barbering I BAV 1418	Intermediate Practices in Barbering I BAV 1518	Advance Practices in Barbering BAV 1618
21st Century Standards							
CS1		x	x	x	x	x	x
CS2					x	x	x
CS3							x
CS4		x		x		x	
CS5							
CS6		x	x	x	x	x	x
CS7		x	x	x	x	x	x
CS8		x	x	x	x	x	x
CS9		x	x	x	x	x	x
CS10							
CS11		x	x	x		x	
CS12		x	x	x	x	x	x
CS13		x	x	x	x	x	x
CS14		x	x	x	x	x	x
CS15		x	x	x	x	x	x
CS16				x	x	x	x

CS1 Global Awareness

1. Using 21st century skills to understand and address global issues
2. Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
3. Understanding other nations and cultures, including the use of non-English languages

CS2 Financial, Economic, Business and Entrepreneurial Literacy

1. Knowing how to make appropriate personal economic choices

³ *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

2. Understanding the role of the economy in society
 3. Using entrepreneurial skills to enhance workplace productivity and career options
- CS3 Civic Literacy**
1. Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
 2. Exercising the rights and obligations of citizenship at local, state, national and global levels
 3. Understanding the local and global implications of civic decisions
- CS4 Health Literacy**
1. Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
 2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
 3. Using available information to make appropriate health-related decisions
 4. Establishing and monitoring personal and family health goals
 5. Understanding national and international public health and safety issues
- CS5 Environmental Literacy**
1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
 2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
 3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
 4. Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)
- CS6 Creativity and Innovation**
1. Think Creatively
 2. Work Creatively with Others
 3. Implement Innovations
- CS7 Critical Thinking and Problem Solving**
1. Reason Effectively
 2. Use Systems Thinking
 3. Make Judgments and Decisions
 4. Solve Problems
- CS8 Communication and Collaboration**
1. Communicate Clearly
 2. Collaborate with Others
- CS9 Information Literacy**
1. Access and Evaluate Information
 2. Use and Manage Information
- CS10 Media Literacy**
1. Analyze Media
 2. Create Media Products
- CS11 ICT Literacy**
1. Apply Technology Effectively
- CS12 Flexibility and Adaptability**
1. Adapt to change
 2. Be Flexible
- CS13 Initiative and Self-Direction**
1. Manage Goals and Time
 2. Work Independently
 3. Be Self-directed Learners

CS14 Social and Cross-Cultural Skills

1. Interact Effectively with others
2. Work Effectively in Diverse Teams

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

1. Guide and Lead Others
2. Be Responsible to Others