MISSISSIPPI CURRICULUM FRAMEWORK FOR BARBER/STYLIST

(Program CIP: 12.0402 - Barber/Hairstylist)
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Trade, Industrial, and Related Technology
Office of Vocational and Technical Education
Mississippi Department of Education
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Jackson, Mississippi

Research and Curriculum Unit
2012 Mississippi Curriculum Framework

Postsecondary Barber/Stylist
(Program CIP: 12.0402 – Barber/Hairstylist)

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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

Related Academic Standards
21st Century Skills

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.hindscc.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-Development
Vocational and Technical Education

Mississippi State University

Mississippi State, Mississippi

2004

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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**

<table>
<thead>
<tr>
<th>Region</th>
<th>2011 Jobs</th>
<th>2020 Jobs</th>
<th>Change</th>
<th>% Change</th>
<th>Openings</th>
<th>2011 Median Hourly Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Total</td>
<td>389</td>
<td>479</td>
<td>90</td>
<td>23%</td>
<td>144</td>
<td>$13.81</td>
</tr>
<tr>
<td>National Total</td>
<td>44,382</td>
<td>52,243</td>
<td>7,861</td>
<td>18%</td>
<td>13,964</td>
<td>$16.14</td>
</tr>
</tbody>
</table>


**Curriculum**

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

- Compass by ACT ([www.act.org/compass](http://www.act.org/compass))
- MS State Board of Barber Examiners Law
- National-Interstate Council of State Boards of Cosmetology ([www.nicetesting.org](http://www.nicetesting.org))
- CTB/McGraw-Hill LLC Tests of Adult Basic Education, forms 9 and 10
- Academic Standards

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:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SCH</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAV 1118</td>
<td>Basic Practices in Barbering</td>
<td>8</td>
<td>2 hr lecture, 18 hr clinical lab</td>
</tr>
<tr>
<td>BAV 1218</td>
<td>Fundamental Practices in Barbering I</td>
<td>8</td>
<td>3 hr lecture, 15 hr clinical lab</td>
</tr>
<tr>
<td>BAV 1318</td>
<td>Fundamental Practices in Barbering II</td>
<td>8</td>
<td>2 hr lecture, 18 hr clinical lab</td>
</tr>
<tr>
<td>BAV 1418</td>
<td>Intermediate Practices in Barbering I</td>
<td>8</td>
<td>3 hr lecture, 15 hr clinical lab</td>
</tr>
<tr>
<td>BAV 1518</td>
<td>Intermediate Practices in Barbering II</td>
<td>8</td>
<td>6 hr lecture, 6 hr clinical lab</td>
</tr>
<tr>
<td>BAV 1618</td>
<td>Advanced Practices in Barbering</td>
<td>8</td>
<td>6 hr lecture 6 hr clinical lab</td>
</tr>
</tbody>
</table>

**These are new course hour changes:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>SCH</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAV 2217</td>
<td>Barber Training I</td>
<td>7</td>
<td>21 hr lab</td>
</tr>
<tr>
<td>BAV 2227</td>
<td>Barber Training II</td>
<td>7</td>
<td>21 hr lab</td>
</tr>
<tr>
<td>BAV 2237</td>
<td>Barber Training III</td>
<td>7</td>
<td>21 hr lab</td>
</tr>
<tr>
<td>BAV 2247</td>
<td>Barber Training IV</td>
<td>7</td>
<td>21 hr lab</td>
</tr>
</tbody>
</table>

- 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.nicetesting.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.
- 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. Vocational–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 vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational 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 vocational 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 vocational–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/junior colleges in reporting students.
- **Course Abbreviation** – A common abbreviation that will be used by all community/junior colleges in reporting students.
Classification – Courses may be classified as the following:

- **Vocational-Career-technical core** – A required vocational-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 vocational-career-technical course.
- **Related academic course** – An academic course which provides academic skills and knowledge directly related to the program area.
- **Academic core** – An academic course which is required as part of the requirements for an Associate’s degree.

Description – A short narrative which 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 which 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 which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-career-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-career-technical programs.
  - Individualized learning activities, including worksite 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.

○ Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:
  • 3 semester credit hours Math/Science Elective
  • 3 semester credit hours Written Communications Elective
  • 3 semester credit hours Oral Communications Elective
  • 3 semester credit hours Humanities/Fine Arts Elective
  • 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

• In instances where secondary programs are directly related to community and junior college programs, 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 from the high school programs are listed as Baseline Competencies. These to complement the existing competencies and suggested objectives reflect skills and knowledge that are directly related to the community and junior college vocational-technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
• students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction, and
• students who cannot demonstrate mastery of this content will be given the opportunity to do so.

The roles of the Baseline Competencies are to:

• Assist community/junior college personnel in developing articulation agreements with high schools, and the program framework.
• Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.

The Baseline Competencies may be taught as special “Introduction” courses for 3-6 semester hours of institutional credit which will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the “Introduction” courses or may offer the competencies through special projects or individualized instruction methods.

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.
ACKNOWLEDGMENTS

Writing Team

• Jacqueline Sullivan, Hinds
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• Adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>PROGRAM DESCRIPTION FOR BARBERING/STYLIST</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>SUGGESTED COURSE SEQUENCE FOR BARBERING/STYLIST</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>SECTION I: CURRICULUM GUIDE FOR BARBERING/STYLIST</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Barbering/Stylist Courses</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Basic Practices in Barbering</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Fundamental Practices in Barbering I</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Fundamental Practices in Barbering II</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Intermediate Practices in Barbering I</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Intermediate Practices in Barbering II</td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>Advanced Practices in Barbering</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>SECTION II: RECOMMENDED TOOLS AND EQUIPMENT</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>APPENDIX A: RELATED ACADEMIC TOPICS</td>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>
APPENDIX B: WORKPLACE SKILLS ...................................................................................... 49

APPENDIX C: NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS ...... 53

APPENDIX D: STUDENT COMPETENCY PROFILE ................................................................ 57
PROGRAM DESCRIPTION

BARBER/STYLIST

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.
# Table of Contents

Acknowledgments ............................................................................................................................6  
Preface ..............................................................................................................................................8  
Foreword ..........................................................................................................................................11  
Program Description ......................................................................................................................21  
Suggested Course Sequence ..........................................................................................................25  
Barber/Stylist Courses ...................................................................................................................31  
  - Basic Practices in Barbering ....................................................................................................35  
  - Fundamental Practices in Barbering I ......................................................................................40  
  - Fundamental Practices in Barbering II ....................................................................................45  
  - Intermediate Practices in Barbering I ......................................................................................50  
  - Intermediate Practices in Barbering II ....................................................................................55  
  - Advanced Practices in Barbering .............................................................................................88  
  - Barbering Instructor Training I ...............................................................................................90  
  - Barbering Instructor Training II .............................................................................................91  
  - Barbering Instructor Training III .............................................................................................92  
  - Barbering Instructor Training IV .............................................................................................93  
Appendix A: Course References ....................................................................................................94  
Appendix B: Standards for Barber/Stylist .....................................................................................95  
Appendix C: Related Academic Standards ....................................................................................97  
Appendix D: 21st Century Skills ......................................................................................................99
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 in 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 Board 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 as 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 has received 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 written and 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.
BARBERING/STYLIST

SUGGESTED COURSE SEQUENCE*

First Semester

8 sch Basic Practices in Barbering
(_____(BAV 1118)

8 sch Fundamental Practices in Barbering I (BAV 1218)

16 sch

Second Semester

8 sch Fundamental Practices in Barbering II (BAV 1318)

8 sch Intermediate Practices in Barbering I (BAV 1418)

46 sch
Third Semester

8 sch Intermediate Practices in Barbering II (BAV 1518)
8 sch Advanced Practices in Barbering (BAV 1618)

16 sch
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAV 1118</td>
<td>Basic Practices in Barbering</td>
<td>8 sch: 2 hr. lecture, 18 hr lab</td>
</tr>
<tr>
<td>BAV 1218</td>
<td>Fundamental Practices in Barbering I</td>
<td>8 sch: 3 hr. lecture, 15 hr lab</td>
</tr>
<tr>
<td>BAV 1318</td>
<td>Fundamental Practices in Barbering II</td>
<td>8 sch: 2 hr. lecture, 18 hr lab</td>
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<tr>
<td>BAV 1418</td>
<td>Intermediate Practices in Barbering I</td>
<td>8 sch: 3 hr. lecture, 15 hr lab</td>
</tr>
<tr>
<td>BAV 1518</td>
<td>Intermediate Practices in Barbering II</td>
<td>8 sch: 6 hr. lecture, 6 hr. lab</td>
</tr>
<tr>
<td>BAV 1618</td>
<td>Advanced Practices in Barbering</td>
<td>8 sch: 6 hr. lecture, 6 hr. lab</td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours for a Technical Certificate</strong></td>
<td><strong>48 sch</strong></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>7 sch: 2 hr lecture, 15 hr lab</td>
</tr>
<tr>
<td>BAV 2227</td>
<td>Barber Training II</td>
<td>7 sch: 2 hr lecture, 15 hr lab</td>
</tr>
<tr>
<td>BAV 2237</td>
<td>Barber Training III</td>
<td>7 sch: 2 hr lecture, 15 hr lab</td>
</tr>
<tr>
<td>BAV 2247</td>
<td>Barber Training IV</td>
<td>7 sch: 2 hr lecture, 15 hr lab</td>
</tr>
<tr>
<td><strong>Total Semester Credit Hours for an Instructor Training Certificate</strong></td>
<td><strong>76 sch</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Students who lack entry-level skills in mathematics, English, science, etc. 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 (ACSCC). 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:

| Barbering |

| Program Length (hrs) | 40.00 |

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

| Clock |

<table>
<thead>
<tr>
<th>Quarter</th>
<th>10 lecture hrs</th>
<th>20 laboratory hrs</th>
<th>30 practicum hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>15 lecture hrs</td>
<td>30 laboratory hrs</td>
<td>45 practicum hrs</td>
</tr>
</tbody>
</table>

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

### TABLE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (VRI)</th>
<th>DE (VRI)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum, Externship, Internship</th>
<th>Total in class clock hrs</th>
<th>Total clock hours</th>
<th>Class</th>
<th>Lab</th>
<th>Intern</th>
<th>Total Credits Awarded</th>
<th>Semester</th>
<th>Total Clock Hours per semester</th>
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<tbody>
<tr>
<td>BAV 111B</td>
<td>Basic Practices in Barbering</td>
<td>10.00</td>
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<td>270.00</td>
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<td>300.00</td>
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<td>BAV 121B</td>
<td>Fundamental Practices in Barbering I</td>
<td>45.00</td>
<td></td>
<td>225.00</td>
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<td>270.00</td>
<td>270.00</td>
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<td>FALL</td>
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<tr>
<td>BAV 131B</td>
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<td>50.00</td>
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<td>270.00</td>
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<td>300.00</td>
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<td></td>
<td></td>
<td>-</td>
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<tr>
<td>BAV 141B</td>
<td>Intermediate Practices in Barbering I</td>
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<td>225.00</td>
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<td>SPRING</td>
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<tr>
<td>BAV 151B</td>
<td>Intermediate Practices in Barbering II</td>
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<td>-</td>
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<tr>
<td>BAV 161B</td>
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<td>180.00</td>
<td>180.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>SUMMER</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Institution ID</th>
<th>Barber Instructor Training Option</th>
<th>Program Length (hrs)</th>
<th>Institution Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barber Training I</td>
<td>40.00</td>
<td>Mississippi Community College Board</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Clock</th>
<th>Quarter</th>
<th>10 lecture hrs</th>
<th>20 labatory hrs</th>
<th>30 practicum hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester</td>
<td>15 lecture hrs</td>
<td>30 labatory hrs</td>
<td>45 practicum hrs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (VIII)</th>
<th>DE (VIII)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum, Internship</th>
<th>TOTAL in class clock hrs</th>
<th>TOTAL clock hours</th>
<th>Class</th>
<th>Lab</th>
<th>Intern Ext</th>
<th>Total Credit Awarded</th>
<th>Semester</th>
<th>Total Clock Hours per Semester</th>
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</thead>
<tbody>
<tr>
<td>DAV 2217</td>
<td>Barber Training I</td>
<td>30.00</td>
<td>225.00</td>
<td>255.00</td>
<td>255.00</td>
<td>FALL</td>
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<tr>
<td>DAV 2217</td>
<td>Barber Training II</td>
<td>30.00</td>
<td>225.00</td>
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<td>FALL</td>
<td>$150.00</td>
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<tr>
<td>DAV 2217</td>
<td>Barber Training III</td>
<td>30.00</td>
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<td>255.00</td>
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</tr>
<tr>
<td>DAV 2217</td>
<td>Barber Training IV</td>
<td>30.00</td>
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<td>255.00</td>
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</tr>
</tbody>
</table>

**FINAL REMARK** - If program requires more than 25 lines for course information, please use Program with >25 courses template.
NOTE: The ratio
**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 for 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Certificate</td>
<td>48 credits</td>
</tr>
<tr>
<td>Instructor Training Certificate</td>
<td>28 credits (optional)</td>
</tr>
<tr>
<td>General Education Core Courses</td>
<td>15 credits</td>
</tr>
<tr>
<td>Total Semester Credit Hours for the AAS Degree</td>
<td>63 credits</td>
</tr>
</tbody>
</table>

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 is 3 to 1. Courses
SECTION I:

CURRICULUM GUIDE

FOR

BARBER/STYLIST
BARBER/STYLIST COURSES
Course Name: Basic Practices in Barbering

Course Abbreviation: BAV 1118

Classification: VocationalCareer—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)

Prerequisites: None Prerequisite: Students must have a high school diploma or GED and meet the college’s entry requirements for the program.

Competencies and Suggested Objectives:

1. Explain and apply the rules of the barber and barber shop including safety and sanitation.
   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.

2. Identify and demonstrate the safe use of the various types of clippers, razors, shears, and combs.
   a. Identify the various types of equipment used in the shop.
   b. Demonstrate the safe use of equipment and various accessories.

3. Demonstrate the procedures in providing a client with a haircut.
   a. Prepare a client diploma, GED, and minimal scores 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 the hair so it will blend evenly.
d. Demonstrate the basic steps and movements to provide the final 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 using the clippers technique to a planned pattern.

4. Explain the use for computers in the barber/styling industry.

a. Identify basic computer operations.

b. Research trends from present.

c. Research hair care products.
### Competencies and Suggested Objectives

1. Explain and apply the rules of the barber school and barber shop, including safety and sanitation. 
   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.  

2. Explain the use for computers in the barber/styling industry. 
   a. Identify basic computer operations.  
   b. Research barbering trends from the past to present.  
   c. Research hair care products.  

3. Identify and demonstrate the safe use of the various types of clippers, razors, shears, and combs. 
   a. Identify the various types of equipment used in the shop.  
   b. Demonstrate the safe use of equipment and various accessories.  

4. Demonstrate the procedures in providing a client with a haircut.  
   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:

**Related Academic Topics**

C1 Interpret written material.

C2 Interpret visual materials (maps, charts, graphs, tables, etc.).

C3 Listen, comprehend, and take appropriate actions.

C4 Access, organize, and evaluate information.

C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7 Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8 Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1 Basic operations and concepts

T2 Social, ethical, and human issues

T3 Technology productivity tools

T4 Technology communications tools

T5 Technology research tools

T6 Technology problem solving and decision making tools

Laws Governing the Profession of Barbering

Rules and Regulations Governing Schools of Barbering

Mississippi Board of Barbers Examiners
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: Vocational Career – Technical Core

Description: Fundamental practices in styling, shampooing, blow drying, perm rolling, and perm processing. Practices are done performed independently with supervision. (8 sch: 23 hr. lecture, 4815 hr. clinical lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Analyze a client’s hair.
   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.
   a. Drape and neck strip client using a cape and towel.
   b. Shampoo a client demonstrating acceptable safety precautions.
   d. Blow dry the hair in the direction of the style desired.

3. Research perm processing by use of the computer.
   a. Perform hair analysis on clients.
   b. Perform group discussion/reports.
   c. Identify appropriate products to be used.

4. Thermal curl a client’s hair.
   a. Explain the procedures for thermal cutting hair.
b. Discuss the safety precautions which must be observed when thermal curling.
c. Identify and explain the tools needed to do thermal curling.
d. Perform a thermal curling on a client.

5. Provide a perm to a client.

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.

Prerequisite: (BAV 1118)

| Competencies and Suggested Objectives |
|--------------------------------------|---|
| 1. Analyze a client’s hair. **BAR1** |
| 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** |
| b. Shampoo a client demonstrating acceptable safety precautions. |
| d. Blow dry hair in the direction of the desired style. |
| 3. Thermal curl a client’s hair. **BAR1** |
| 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** |
| 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** |
| a. Explain hair texture, porosity, density, elasticity, and the reasons for changes in hair |
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:

Related Academic Topics

C1 — Interpret written material.
C2 — Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 — Listen, comprehend, and take appropriate actions.
C4 — Access, organize, and evaluate information.
C5 — Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 — Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
S5 — Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

Workplaces Skills

WP1 — Allocates resources (time, money, materials and facilities, and human resources).
WP2 — Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3 — Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP5 — Selects, applies, and maintains/troubleshoots technology.

Barber/Stylist
WP6—Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7—Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8—Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1—Basic operations and concepts
T2—Social, ethical, and human issues
T3—Technology productivity tools
T4—Technology communications tools
T5—Technology research tools
T6—Technology problem-solving and decision-making tools

Laws Governing
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 scalp, skin, and hair
- B11 General review
BAR7 Discussing, demonstrating, and reviewing a massage and treatment of Barbering 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.

- **Rules**
  - B5 Hair coloring-tinting, bleaching straightening
  - B6 Hair structure and Regulations Governing Schools chemicals
  - B7 Theory of Barbering massage and facial treatment

Mississippi Board of Barbers Examiners

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: VocationalCareer—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)

Prerequisites: None

Competencies and Suggested Objectives:

1. Explain and style chemically processed hair.
   a. Explain the need for safety rules, reminders, and helpful hints in doing 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.

2. Explain and demonstrate the personal traits of a successful barber.
   a. Explain the principles of personal hygiene and grooming.
   b. Demonstrate good posture and poise techniques.
   c. Explain the qualities of a good personality.

3. Identify the sources of infection and required sanitizing procedures.
   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.

4. Research chemical hair relaxers by use of computers.
   a. Perform hair analysis on clients.
5. Identify the various aspects of hair.
   a. Identify and explain the parts of the hair and related structures.
   b. Identify hair growth and analysis.

6. Explain and apply chemical procedures as it relates to the barbering practice.
   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.

Prerequisite: (BAV 1118, 1218)

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
</table>
| 1. Explain and demonstrate the personal traits of a successful barber.  
  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.  
  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.  
  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.  
  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.  
  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.  |
6. **Explain and style chemically processed hair.**
   
   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:**

**Related Academic Topics**

C1. Interpret written material.

C2. Interpret visual materials (maps, charts, graphs, tables, etc.).

C3. Listen, comprehend, and take appropriate actions.

C4. Access, organize, and evaluate information.

C5. Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C6. Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

M1. Relate number relationships, number systems, and number theory.

S1. Explain the Anatomy and Physiology

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

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

S2. Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S4. Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

**Workplace Skills**

**Barber/Stylist**
WP1—Allocates resources (time, money, materials and facilities, and human resources).

WP2—Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3—Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4—Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5—Selects, applies, and maintains/troubleshoots technology.

WP6—Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7—Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8—Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1—Basic operations and concepts

T2—Social, ethical, and human issues

T3—Technology productivity tools

T4—Technology communications tools

T5—Technology research tools

T6—Technology problem solving and decision making tools

Laws Governing the Profession of Barbering

Rules and Regulations Governing Schools of Barbering

Mississippi Board of Barbers Examiners

• 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: VocationalCareer—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: 23 hr. lecture, 4815 hr. clinical lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Discuss the theory and laws related to hair coloring.
   a. Discuss the principles of color theory and relate their importance to hair coloring.
   b. Define the various laws of color which serve as guidelines for color mixing.
   c. Discuss the Level System.

2. Explain and demonstrate color rinses.
   a. Explain safety precautions and sanitation procedures of color rinses.
   b. Demonstrate how to give a temporary color rinse.
   c. Demonstrate how to apply a semi-permanent color.

3. Examine the effects of hair coloring on virgin hair and chemically processed hair by use of the computer.
   a. Perform hair analysis on client.
   b. Prepare group report and presentation.
   c. Create client record cards and client release statements.

4. Explain and demonstrate tinting of hair.
   a. Explain safety precautions and sanitation procedures of tinting.
   b. Demonstrate how to give a single application virgin tint.
   c. Demonstrate how to apply a single application tint retouch.
d. Demonstrate how to tint hair back to original color.

5. Explain and demonstrate the use of lighteners.
   a. Explain safety precautions and sanitation procedures of lightening.
   b. Demonstrate how to bleach virgin hair.
   c. Demonstrate how to do a lightener retouch.
   d. Demonstrate how to use a toner on pre-lightened hair.
   e. Demonstrate how to do a toner retouch.
   f. Demonstrate how to frost hair.

6. Explain and demonstrate color filler procedures.
   a. Explain safety precautions and sanitation procedures of color filler.
   b. Demonstrate the procedures of applying a color filler.
   c. Demonstrate the procedures of applying a conditioner filler.
   d. Demonstrate how to remove artificial color.

Prerequisite: (BAV 1118, 1218, 1318)

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
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</table>
| 1. Discuss the theory and laws related to hair coloring.  
  a. Discuss the principles of color theory and relate their importance to hair coloring.  
  b. Define the various laws of color which serve as guidelines for color mixing.  
  c. Discuss the Level System.  |
| 2. Conduct computer-based research to examine the effects of hair coloring on virgin and chemically processed hair.  
  a. Perform hair analysis on client.  
  b. Prepare group report and presentation.  
  c. Create client record cards and client release statements.  |
| 3. Explain and demonstrate temporary hair color.  
  a. Explain safety precautions and sanitation procedures of temporary hair color.  
  b. Demonstrate how to give a temporary color rinse.  
  c. Research other types of temporary hair color.  |
| 4. Explain and demonstrate coloring of hair.  
  a. Explain safety precautions and sanitation procedures of coloring.  
  b. Demonstrate how to give a single application virgin color.  
  c. Demonstrate how to apply a single application color retouch.  
  d. Demonstrate how to tint hair to restore original color.  |
5. Explain and demonstrate the use of lighteners.  
   a. Explain safety precautions and sanitation procedures of lightening.  
   b. Demonstrate how to bleach virgin hair.  
   c. Demonstrate how to perform a lightener retouch.  
   d. Demonstrate how to use a toner on pre-lightened hair.  
   e. Demonstrate how to perform a toner retouch.

6. Explain and demonstrate color filler procedures.  
   a. Explain safety precautions and sanitation procedures of a color filler.  
   b. Demonstrate the procedures of applying a color filler.  
   c. Demonstrate the procedures of applying a conditioner filler.  
   d. Demonstrate how to remove artificial color.

Barber Stylist Industry Standards:

Related Academic Topics

C1 Interpret written material.

C2 Interpret visual materials (maps, charts, graphs, tables, etc.).

C3 Listen, comprehend, and take appropriate actions.

C4 Access, organize, and evaluate information.

C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

M1 Relate number relationships, number systems, and number theory.

S1 Explain the Anatomy and Physiology of the human body.

S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.
Workplace Skills

WP1—Allocates resources (time, money, materials and facilities, and human resources).

WP3—Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP5—Selects, applies, and maintains/troubleshoots technology.

WP6—Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7—Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8—Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1—Basic operations and concepts
T2—Social, ethical, and human issues
T3—Technology productivity tools
T4—Technology communications tools
T5—Technology research tools
T6—Technology problem-solving and decision-making tools

Laws Governing the Profession of Barbering

Rules and Regulations Governing Schools of Barbering

Mississippi Board of Barbers Examiners
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: VocationalCareer—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: 26 hr. lecture, 486 hr. clinical lab)

Prerequisites: Basic Practices in BarberingPrerequisite: (BAV 1118) and Fundamental Practices in Barbering I (BAV 1218).

Competencies and Suggested Objectives:

1. Explain and demonstrate the ethical conduct as related to employers, clients, and coworkers.
   a. Explain the conduct required for successful barbers.
   b. Explain successful relationships with employers, clients, and coworkers.
   c. Demonstrate those necessary personal skills of successful barbers.

2. Explain and demonstrate those treatments necessary for a healthy scalp.
   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. Research disorders of the skin, scalp, and hair by use of the computer.
   a. Discuss preparations and treatments for damaged hair.
   b. Discuss skin and scalp treatments.
   c. Discuss proper procedures for a plain facial.

4. Explain and demonstrate the procedures for providing facial massages.
a. Explain safety and sanitation procedures in facial massaging.
b. Demonstrate and explain the techniques used in performing a facial massage.

5. 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.)

Standards:

Related Academic Topics

C1 Interpret written material.

C2 Interpret visual materials (maps, charts, graphs, tables, etc.).

C3 Listen, comprehend, and take appropriate actions.

C4 Access, organize, and evaluate information.

C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

S1 Explain the Anatomy and Physiology of the human body.

S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.
WP3—Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP5—Selects, applies, and maintains/troubleshoots technology.

WP6—Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7—Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8—Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students

T1—Basic operations and concepts
T2—Social, ethical, and human issues
T3—Technology productivity tools
T4—Technology communications tools
T5—Technology research tools
T6—Technology problem solving and decision making tools

Laws Governing the Profession of Barbering

Rules and Regulations Governing Schools of Barbering

Mississippi Board of Barbers Examiners
Course Name: Advanced Practices in Barbering

Course Abbreviation: BAV 1618

Classification: Vocational-Technical Core

Description: Mustache and beard trimming. Also includes business management and business law applicable to barber/styling shop management. (8 sch: 2 hr. lecture, 18 hr. lab)

Prerequisites: Fundamental Practices in Barbering II (BAV 1318) and Intermediate Practices in Barbering I (BAV 1418).

Competencies and Suggested Objectives:

1. Explain the procedures of how to successfully manage a barber/style shop.
   a. Explain the procedures for the opening of 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.

2. Explain the procedures for basic first aid and sanitation techniques in the barber/style shop.
   a. Explain needed first aid procedures in the barber/style shop.
   b. Explain sanitation procedures needed in the barber/style shop.

3. Provide services for mustaches and beards.
   a. Explain safety and sanitation procedures for mustaches and beards.
   b. Demonstrate how to trim and shape mustaches and beards.
4. 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.)

5. Incorporate business management skills to include business financing, income taxes, and basic accounting procedures using the computer.
   a. Explain assets and liabilities of business ownership.
   b. Discuss basic advertising and business marketing techniques.
   c. Design and develop a business portfolio.

Competencies and Suggested Objectives

<table>
<thead>
<tr>
<th>1. Conduct computer-based research about disorders of the skin, scalp, and hair.</th>
<th>BAR2, BAR6</th>
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</thead>
<tbody>
<tr>
<td>a. Discuss preparations and treatments for damaged hair.</td>
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<tr>
<td>b. Discuss skin and scalp treatments.</td>
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<td>c. Discuss proper procedures for a plain facial.</td>
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<tr>
<th>2. Explain and demonstrate those treatments necessary for a healthy scalp.</th>
<th>BAR6</th>
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<td>a. Explain safety and sanitation procedures in scalp treatments.</td>
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<td>d. Identify disorders of the skin, scalp, and hair.</td>
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<td>e. Differentiate between contagious and non-contagious diseases of the scalp.</td>
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<tr>
<th>3. Provide services for mustaches and beards.</th>
<th>BAR2</th>
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<tbody>
<tr>
<td>a. Explain safety and sanitation procedures for mustaches and beards.</td>
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<tr>
<td>b. Demonstrate how to trim and shape mustaches and beards.</td>
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<tr>
<th>4. Explain and demonstrate the procedures for providing a face shave.</th>
<th>BAR1, BAR2, BAR6</th>
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<tbody>
<tr>
<td>a. Explain safety and sanitation procedures for facial shaves.</td>
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<tr>
<td>b. Discuss the fourteen shaving strokes and where they are applied on the face.</td>
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<td>c. Demonstrate a face shave.</td>
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<tr>
<th>5. Explain and demonstrate the procedures for providing facial massages.</th>
<th>BAR2, BAR3</th>
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<tbody>
<tr>
<td>a. Explain safety and sanitation procedures in facial massaging.</td>
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<tr>
<td>b. Demonstrate and explain the techniques used in performing a facial massage.</td>
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</table>

| 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:

Related Academic Topics

C1 Interpret written material.
C2—Interpret visual materials (maps, charts, graphs, tables, etc.).
C3—Listen, comprehend, and take appropriate actions.
C4—Access, organize, and evaluate information.
C5—Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6—Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.
M1—Relate number relationships, number systems, and number theory.
S2—Apply/BAR1 Researching/reviewing the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S8—Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

Workplace Skills

WP1—Allocates resources (time, money, materials and facilities, and human resources).
WP3—Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.
WP5—Selects, applies, and maintains/troubleshoots technology.
WP6—Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.
WP7—Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.
WP8—Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.

National Educational Technology Standards for Students
T1—— Basic operations and concepts
T2—— Social, ethical, and human issues
T3—— Technology productivity tools
T4—— Technology communications tools
T5—— Technology research tools
T6—— Technology problem solving and decision making tools

Laws Governing the Profession of Barbering

Rules and Regulations Governing Schools of Barbering

Mississippi Board of Barbers Examiners
SECTION II:

RECOMMENDED TOOLS AND EQUIPMENT

FOR

POSTSECONARY BARBER/STYLIST
RECOMMENDED TOOLS AND EQUIPMENT

FOR

BARBER/STYLIST

1. Hydraulic barber/styling chairs (20)
2. Facial/shave chairs (2)
3. Work stands with cabinets (20)
4. Covered receptacles (20)
5. Chairs, waiting (15)
6. Enamel board, 3' x 12' (1)
7. Fire extinguisher (1)
8. First aid kit (1)
9. Mirrors, 3' x 4' (20)
10. Liquid sanitizer container (20)
11. Shampoo bowls (20)
12. Computers (4)
13. Printers (4)
14. Dryers (1 per 5 students)
15. Work tables, 3' x 6' (3 per instructor)
16. Trash cans, large, covered (2)
17. Bulletin board (1)
18. Reference library (1)
19. Wet sanitizers (20)
20. Student lockers (20)

RECOMMENDED INSTRUCTIONAL AIDS

Recommend that teachers have access to:

1. Cart, AV (for overhead projector) (1)
2. Cart, AV (for TV-VCR) (1)
3. Computer with operating software with multimedia kit (1)
4. Projector, overhead (1)
5. TV-VCR (1)
6. Video out (Microcomputer to TV monitor) (1)
7. Printer (1)
8. Digital camera (1)
9. Projector screen (1)
10. Copier (1)
11. Dry easel board (1)
RECOMMENDED STUDENT KITS

(To be purchased by students)

1. Textbook (1)
2. Workbook (1)
3. Tool bag (1)
4. Smocks (2)
5. Manikins (3)
6. Manikin holder (1)
7. Shears (1)
8. Blender (1)
9. Curling iron (1)
10. Shaper (1)
11. Blow dryer (1)
12. Clipper (1)
13. Blades, #1½, #2, #3½ (1 set)
14. Wahl comb (1)
15. Taper comb (1)
16. Rat tail comb (1)
17. Lift comb (1)
18. Wide tooth detangling comb (1)
19. Pick (1)
20. Round brush (1)
21. Vented style brush (1)
22. Certified brush (1)
23. Nylon hair cloth (1)
24. Shampoo cape (1)
25. Duckbill clips (1 pkg)
26. Butterfly clips (1 dozen)
27. Bobby pins (1 box)
28. Spray bottle (1)
29. Wide mouth, graduated cylinder bottle (1)
30. Concave perm rods (36 dozen)
31. Velcro/Magnetic salon rollers starter pack (1)
32. Tinting bowl (1)
33. Dye brush, #24 (1)
34. Frosting cap (1) (optional)
35. Frosting needle, #9 (1)
36. Hand mirror, 6” x 7” (1)
37. Timer (1)
38. Applicator bottle liquid styptic balm, ½ oz. (1)
39. Neck duster (1)
40. T edger (1)
41. Loop rods (4 dozen)
42. Universal comb attachment (1 set)
43. Glass sterilizer jar (1)
44. Metal teasing comb (1)
45. Student name tag/Student I.D. (1)
References:


Mississippi Laws Governing the Profession of Barbering—July 1, 2002

Websites:

- Barber.com
- Operating a Business
- Salon Software
- Small Business Administration
- Yahoo Search for Basic Computer Education
- MSN Search for OSHA
- MSN Search: Classroom Lesson Plans
- MSN Search: Classroom Instruction
- FDA/CFSAN Cosmetics
- Image Consultant/Dress Code Consulting
- Viewing a list of Posts/Hairloss
- Yahoo Search Results for Hair Shows
- Massage and Bodywork Information
- Search Results for Black Hair Care
- Career Builder
APPENDIX A:

RELATED ACADEMIC TOPICS
APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interprete written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.
C3.07 Analyze and distinguish information from formal and informal oral presentations.
TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer’s point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audience in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.
TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one’s own understanding.
C6.08 Gather and provide information utilizing different media.
C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.
EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.

M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.

M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.

M1.04 Investigate relationships among fractions, decimals, and percents.

M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.

M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.

M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.

M1.08 Use computation, estimation, and proportions to solve problems.

M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.

M2.02 Describe and represent relationships with tables, graphs, and rules.

M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.

M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.

M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.

M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.

M3.03 Apply algebraic methods to solve a variety of real-world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make, and use measurements to describe and compare phenomena.

M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.

M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.

M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.
M5.01 Identify, describe, compare, and classify geometric figures.

M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.

M5.03 Explore transformations of geometric figures.

M5.04 Understand and apply geometric properties and relationships.

M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real-world situations.

M6.01 Systematically collect, organize, and describe data.

M6.02 Construct, read, and interpret tables, charts, and graphs.

M6.03 Develop an appreciation for statistical methods as powerful means for decision-making.

M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real-world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.

M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.

S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S3 Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.

S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.
S1.03 Summarize the functional anatomy of all the major body systems.

S1.04 Relate the physiology of the major body systems to its corresponding anatomy.

S1.05 Compare and contrast disease transmission and treatment within each organ system.

S1.06 Explore the usage of medical technology as related to human organs and organ systems.

S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.

S2.02 Explain sexual and asexual reproduction.

S2.03 Describe the ecological importance of plants as related to the environment.

S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom animalia according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.

S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02  Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.

S4.03  Consider the effects of weather and climate on the environment.

S4.04  Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01  Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02  Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.

• S5.03  Explore the fundamentals of chemical bonding and principles of equilibrium.

S5.04  Relate the behavior of gases.

S5.05  Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01  Examine fundamentals of motion of physical bodies and physical dynamics.

S6.02  Explore the concepts and relationships among work, power, and energy.

S6.03  Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.

S6.04  Identify principles of modern physics related to nuclear physics.
TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.

S7.02 Apply the concept of population genetics to both microbial and multicellular organisms.

S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.

S8.02 Observe and practice safe procedures in the classroom and laboratory.

S8.03 Demonstrate proper use and care for scientific equipment.

S8.04 Investigate science careers, and advances in technology.

S8.05 Communicate results of scientific investigations in oral, written, and graphic form.
APPENDIX B:

WORKPLACE SKILLS
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1—Allocates resources (time, money, materials and facilities, and human resources).

WP2—Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3—Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4—Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5—Selects, applies, and maintains/troubleshoots technology.

WP6—Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

WP7—Basic Skills: Employs basic academic skills including reading, writing, arithmetic and mathematics, speaking, and listening.

WP8—Personal Qualities: Practices work ethics related to individual responsibility, integrity, honesty, and personal management.
APPENDIX C:

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS
National Educational Technology Standards (NETS)

T1 Basic operations and concepts

• Students demonstrate a sound understanding of the nature and operation of technology systems.
• Students are proficient in the use of technology.

T2 Social, ethical, and human issues

• Students understand the ethical, cultural, and societal issues related to technology.
• Students practice responsible use of technology systems, information, and software.
• Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

T3 Technology productivity tools

• Students use technology tools to enhance learning, increase productivity, and promote creativity.
• Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

T4 Technology communications tools

• Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
• Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

T5 Technology research tools

• Students use technology to locate, evaluate, and collect information from a variety of sources.
• Students use technology tools to process data and report results.
• Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

T6 Technology problem-solving and decision-making tools
• Students use technology resources for solving problems and making informed decisions.
• Students employ technology in the development of strategies for solving problems in the real world.
APPENDIX D:

STUDENT COMPETENCY PROFILE
STUDENT COMPETENCY PROFILE
FOR BARBER/STYLIST

Student:______________________________________________________________

This record is intended to serve as a method of noting student achievement of the competencies in each course. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the program.

In the blank before each competency, place the date on which the student mastered the competency.

Basic Practices in Barbering (BAV 1118)

_____ 1. Explain and apply the rules of the barber school and barber shop including safety and sanitation.

_____ 2. Identify and demonstrate the safe use of the various types of clippers, razors, shears, and combs.

_____ 3. Demonstrate the procedures in providing a client with a haircut.

_____ 4. Explain the use for computers in the barber/styling industry.

Fundamental Practices in Barbering I (BAV 1218)

_____ 1. Analyze a client’s hair.

_____ 2. Prepare a client for and give a shampoo.

_____ 3. Research perm processing by the use of computers.

_____ 4. Thermal curl a client’s hair.
5. Provide a perm to a client.

Fundamental Practices in Barbering II (BAV 1318)

1. Explain and style chemically processed hair.
2. Explain and demonstrate the personal traits of a successful barber.
3. Identify the sources of infection and required sanitizing procedures.
4. Research chemical hair relaxers by use of computers.
5. Identify the various aspects of hair.
6. Explain and apply chemical procedures as it relates to the barbering practice.

Intermediate Practices in Barbering I (BAV 1418)

1. Discuss the theory and laws related to hair coloring.
2. Explain and demonstrate color rinses.
3. Examine the effects of hair coloring on virgin hair and chemically processed hair by use of the computer.
4. Explain and demonstrate tinting of hair.
5. Explain and demonstrate the use of lighteners.
6. Explain and demonstrate color filler procedures.

Intermediate Practices in Barbering II (BAV 1518)

1. Explain and demonstrate the ethical conduct as related to employers, clients, and coworkers.
2. Explain and demonstrate those treatments necessary for a healthy scalp.
   - 3. Research 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
- ____4.______ Explain

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 procedures for providing 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 massages treatment

____5.______ 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.)

Advanced Practices in Barbering (BAV 1618)

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

1. Explain the procedures of how to successfully manage a barber/style shop.

2. Explain the procedures for basic first aid and sanitation techniques in the barber/style shop.

3. Provide services for mustaches and beards.

4. 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.)

5. Incorporate

**Course Abbreviation:** BAV 1618

**Classification:** Vocational 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**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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.)

6. Prepare students for their state board licensing exam.
   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
   - 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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong> Devise and utilize a written plan that details the occupational activities to be completed.</td>
</tr>
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<td>a. Perform written occupational objectives.</td>
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<td><strong>2.</strong> Assess accomplishment of objectives.</td>
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<td>a. Prepare weekly written assessment of accomplishment of objectives.</td>
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<td>c. Mail final procedure checklist to the instructor.</td>
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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

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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

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<td>2. Assess accomplishment of objectives.</td>
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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

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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


## Appendix B: Standards for Barber/Stylist

### Barber/Stylist Standards

<table>
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<tr>
<td>Industry Standards</td>
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<tr>
<td>BAR1</td>
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<td>BAR3</td>
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**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 Standards

### Related Academic Standards

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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 Skills**

**21st Century Crosswalk for Barber/Stylist**

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**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

---

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 the computer, 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 Judgements 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
2012 Mississippi Curriculum Framework

Postsecondary Barber/Stylist
(Program CIP: 12.0402 – Barber/Hairstylist)

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

MS Board of Barber Examiners

Related Academic Standards
21st Century Skills

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.hindscc.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

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<th>Region</th>
<th>2011 Jobs</th>
<th>2020 Jobs</th>
<th>Change</th>
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<th>Openings</th>
<th>2011 Median Hourly Earnings</th>
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<td>44,382</td>
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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.nicetesting.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.nicetesting.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.
- 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:
  o 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
  o Activities that develop a higher level of mastery on the existing competencies and suggested objectives
  o Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed or revised
  o 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
  o 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.
Table of Contents

Acknowledgments............................................................................................................................6
Preface.............................................................................................................................................8
Foreword........................................................................................................................................11
Program Description......................................................................................................................21
Suggested Course Sequence ..........................................................................................................25
Barber/Stylist Courses ...................................................................................................................31
  Basic Practices in Barbering ....................................................................................................35
  Fundamental Practices in Barbering I .....................................................................................40
  Fundamental Practices in Barbering II .....................................................................................45
  Intermediate Practices in Barbering I .....................................................................................50
  Intermediate Practices in Barbering II .....................................................................................55
  Advanced Practices in Barbering ............................................................................................88
  Barbering Instructor Training I ..............................................................................................90
  Barbering Instructor Training II .............................................................................................91
  Barbering Instructor Training III .............................................................................................92
  Barbering Instructor Training IV .............................................................................................93
Appendix A: Course References ...................................................................................................94
Appendix B: Standards for Barber/Stylist ....................................................................................95
Appendix C: Related Academic Standards ...................................................................................97
Appendix D: 21st Century Skills ....................................................................................................99
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAV 1118</td>
<td>Basic Practices in Barbering</td>
<td>8</td>
</tr>
<tr>
<td>BAV 1218</td>
<td>Fundamental Practices in Barbering I</td>
<td>8</td>
</tr>
<tr>
<td>BAV 1318</td>
<td>Fundamental Practices in Barbering II</td>
<td>8</td>
</tr>
<tr>
<td>BAV 1418</td>
<td>Intermediate Practices in Barbering I</td>
<td>8</td>
</tr>
<tr>
<td>BAV 1518</td>
<td>Intermediate Practices in Barbering II</td>
<td>8</td>
</tr>
<tr>
<td>BAV 1618</td>
<td>Advanced Practices in Barbering</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for a Technical Certificate</td>
<td>48</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAV 2217</td>
<td>Barber Training I</td>
<td>7</td>
</tr>
<tr>
<td>BAV 2227</td>
<td>Barber Training II</td>
<td>7</td>
</tr>
<tr>
<td>BAV 2237</td>
<td>Barber Training III</td>
<td>7</td>
</tr>
<tr>
<td>BAV 2247</td>
<td>Barber Training IV</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total Semester Credit Hours for an Instructor Training Certificate</td>
<td>76</td>
</tr>
</tbody>
</table>

* 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 ACCC. 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.

<table>
<thead>
<tr>
<th>Institution ID:</th>
<th>Program Name: Barbering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Name: Mississippi Community College Board</td>
<td></td>
</tr>
<tr>
<td>Program Length (wks): 40.00</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>x</th>
<th>Clock</th>
<th>Quarter</th>
<th>10</th>
<th>lecture hrs</th>
<th>20</th>
<th>laboratory hrs</th>
<th>30</th>
<th>practicum hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Total Clock Hours per semester</th>
<th>Total Clock Hours</th>
<th>EQUIVALENT CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (Y/N)</th>
<th>GE (Y/N)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum, Internship</th>
<th>TOTAL in class clock hrs</th>
<th>TOTAL clock hours</th>
<th>Classroom</th>
<th>Lab</th>
<th>Intern</th>
<th>Extern</th>
<th>Total Credits Awarded</th>
<th>Semester</th>
<th>Total Clock Hours per semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAV 1118</td>
<td>Basic Practices in barbering</td>
<td>Y</td>
<td>N</td>
<td>60.00</td>
<td>270.00</td>
<td>360.00</td>
<td>360.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>FALL</td>
<td>570.00</td>
</tr>
<tr>
<td>BAV 1218</td>
<td>Fundamental Practices in Barbering I</td>
<td>Y</td>
<td>N</td>
<td>45.00</td>
<td>225.00</td>
<td>270.00</td>
<td>270.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>FALL</td>
<td>570.00</td>
</tr>
<tr>
<td>BAV 1318</td>
<td>Fundamental Practices in Barbering II</td>
<td>Y</td>
<td>N</td>
<td>60.00</td>
<td>270.00</td>
<td>360.00</td>
<td>360.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>SPRING</td>
<td>570.00</td>
</tr>
<tr>
<td>BAV 1418</td>
<td>Intermediate Practices in Barbering I</td>
<td>Y</td>
<td>N</td>
<td>45.00</td>
<td>225.00</td>
<td>270.00</td>
<td>270.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>SPRING</td>
<td>570.00</td>
</tr>
<tr>
<td>BAV 1518</td>
<td>Intermediate Practices in Barbering II</td>
<td>Y</td>
<td>N</td>
<td>90.00</td>
<td>90.00</td>
<td>180.00</td>
<td>180.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>SUMMER</td>
<td>570.00</td>
</tr>
<tr>
<td>BAV 1618</td>
<td>Advanced Practices in Barbering</td>
<td>Y</td>
<td>N</td>
<td>90.00</td>
<td>90.00</td>
<td>180.00</td>
<td>180.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>SUMMER</td>
<td>360.00</td>
</tr>
</tbody>
</table>

**FINAL NOTE:** 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 (ACCAC). 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.

<table>
<thead>
<tr>
<th>Institution ID:</th>
<th>Program Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barber Instructor Training Option</td>
</tr>
<tr>
<td>Institution Name:</td>
<td>Mississippi Community College Board</td>
</tr>
<tr>
<td>Program Length (wks):</td>
<td>40.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Clock</th>
<th>Quarter</th>
<th>Laboratory hrs</th>
<th>Practicum hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>30</td>
<td>45</td>
</tr>
</tbody>
</table>

Below are the instructional hours used to calculate quarter or semester credit hours.

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Titles</th>
<th>Gen Ed (Y/N)</th>
<th>GE (Y/N)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Practicum</th>
<th>Externship</th>
<th>Intern</th>
<th>Total Credits Awarded</th>
<th>Semester</th>
<th>Total Clock Hours per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAV 2217</td>
<td>Barber Training I</td>
<td>Y</td>
<td>Y</td>
<td>88.00</td>
<td>225.00</td>
<td>255.00</td>
<td>255.00</td>
<td></td>
<td></td>
<td>FALL</td>
<td></td>
</tr>
<tr>
<td>BAV 2227</td>
<td>Barber Training II</td>
<td>Y</td>
<td>Y</td>
<td>88.00</td>
<td>225.00</td>
<td>255.00</td>
<td>255.00</td>
<td></td>
<td></td>
<td>FALL</td>
<td>$10.00</td>
</tr>
<tr>
<td>BAV 2237</td>
<td>Barber Training III</td>
<td>Y</td>
<td>Y</td>
<td>88.00</td>
<td>225.00</td>
<td>255.00</td>
<td>255.00</td>
<td></td>
<td></td>
<td>SPRING</td>
<td></td>
</tr>
<tr>
<td>BAV 2247</td>
<td>Barber Training IV</td>
<td>Y</td>
<td>Y</td>
<td>88.00</td>
<td>225.00</td>
<td>255.00</td>
<td>255.00</td>
<td></td>
<td></td>
<td>SPRING</td>
<td>$10.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Certificate</td>
<td>48</td>
</tr>
<tr>
<td>Instructor Training Certificate</td>
<td>28 (optional)</td>
</tr>
<tr>
<td>General Education Core Courses</td>
<td>15</td>
</tr>
<tr>
<td>Total Semester Credit Hours for the AAS Degree</td>
<td>63</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain and apply the rules of the barber school and barber shop, including safety and sanitation. BAR1, BAR2</td>
</tr>
<tr>
<td>a. Explain the attendance policy.</td>
</tr>
<tr>
<td>b. Discuss the rules of conduct in the school and shop.</td>
</tr>
<tr>
<td>c. Explain the shop regulations as per the state board.</td>
</tr>
<tr>
<td>d. Discuss sanitation procedures as required by the state board.</td>
</tr>
<tr>
<td>e. Explain safety rules and regulations of the school and shop.</td>
</tr>
<tr>
<td>2. Explain the use for computers in the barber/styling industry. BAR3</td>
</tr>
<tr>
<td>a. Identify basic computer operations.</td>
</tr>
<tr>
<td>b. Research barbering trends from the past to present.</td>
</tr>
<tr>
<td>c. Research hair care products.</td>
</tr>
<tr>
<td>3. Identify and demonstrate the safe use of the various types of clippers, razors, shears, and combs. BAR1</td>
</tr>
<tr>
<td>a. Identify the various types of equipment used in the shop.</td>
</tr>
<tr>
<td>b. Demonstrate the safe use of equipment and various accessories.</td>
</tr>
<tr>
<td>4. Demonstrate the procedures in providing a client with a haircut. BAR2, BAR3, BAR6</td>
</tr>
<tr>
<td>a. Prepare a client for a haircut using professionally accepted procedures.</td>
</tr>
<tr>
<td>b. Demonstrate the grip and use of the clippers on each area of the head.</td>
</tr>
<tr>
<td>c. Demonstrate the hand movements to cut hair so it will blend evenly.</td>
</tr>
<tr>
<td>d. Demonstrate the basic steps and movements to provide the finishing touches to a haircut.</td>
</tr>
<tr>
<td>e. Provide a basic taper and radial haircut which blends evenly and conforms to a planned pattern.</td>
</tr>
<tr>
<td>f. Give a haircut using the clipper-over-comb method.</td>
</tr>
<tr>
<td>g. Using wet and dry methods, demonstrate the technique of using scissors, razor, and electric clippers.</td>
</tr>
<tr>
<td>h. Give a haircut involving arching and using clippers to conform to a planned pattern.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1.         | Analyze a client’s hair. **BAR1**
|             | 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**
|             | b. Shampoo a client demonstrating acceptable safety precautions.
|             | d. Blow dry hair in the direction of the desired style. |
| 3.         | Thermal curl a client’s hair. **BAR1**
|             | 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**
|             | 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**
|             | 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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1. | Explain and demonstrate the personal traits of a successful barber.  
| | 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.  
| | 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.  
| | 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.  
| | 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.  
| | 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.  
| | 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)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Discuss the theory and laws related to hair coloring. BAR1</td>
</tr>
<tr>
<td>a. Discuss the principles of color theory and relate their importance to hair coloring.</td>
</tr>
<tr>
<td>b. Define the various laws of color which serve as guidelines for color mixing.</td>
</tr>
<tr>
<td>c. Discuss the Level System.</td>
</tr>
<tr>
<td>2. Conduct computer-based research to examine the effects of hair coloring on virgin and chemically processed hair. BAR4</td>
</tr>
<tr>
<td>a. Perform hair analysis on client.</td>
</tr>
<tr>
<td>b. Prepare group report and presentation.</td>
</tr>
<tr>
<td>c. Create client record cards and client release statements.</td>
</tr>
<tr>
<td>3. Explain and demonstrate temporary hair color. BAR1, BAR2</td>
</tr>
<tr>
<td>a. Explain safety precautions and sanitation procedures of temporary hair color.</td>
</tr>
<tr>
<td>b. Demonstrate how to give a temporary color rinse.</td>
</tr>
<tr>
<td>c. Research other types of temporary hair color.</td>
</tr>
<tr>
<td>4. Explain and demonstrate coloring of hair. BAR1, BAR2</td>
</tr>
<tr>
<td>a. Explain safety precautions and sanitation procedures of coloring.</td>
</tr>
<tr>
<td>b. Demonstrate how to give a single application virgin color.</td>
</tr>
<tr>
<td>c. Demonstrate how to apply a single application color retouch.</td>
</tr>
<tr>
<td>d. Demonstrate how to tint hair to restore original color.</td>
</tr>
<tr>
<td>5. Explain and demonstrate the use of lighteners. BAR2</td>
</tr>
<tr>
<td>a. Explain safety precautions and sanitation procedures of lightening.</td>
</tr>
<tr>
<td>b. Demonstrate how to bleach virgin hair.</td>
</tr>
<tr>
<td>c. Demonstrate how to perform a lightener retouch.</td>
</tr>
<tr>
<td>d. Demonstrate how to use a toner on pre-lightened hair.</td>
</tr>
<tr>
<td>e. Demonstrate how to perform a toner retouch.</td>
</tr>
<tr>
<td>6. Explain and demonstrate color filler procedures. BAR2</td>
</tr>
<tr>
<td>a. Explain safety precautions and sanitation procedures of a color filler.</td>
</tr>
<tr>
<td>b. Demonstrate the procedures of applying a color filler.</td>
</tr>
<tr>
<td>c. Demonstrate the procedures of applying a conditioner filler.</td>
</tr>
<tr>
<td>d. Demonstrate how to remove artificial color.</td>
</tr>
</tbody>
</table>
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).

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conduct computer-based research about disorders of the skin, scalp, and hair.</td>
</tr>
<tr>
<td>a. Discuss preparations and treatments for damaged hair.</td>
</tr>
<tr>
<td>b. Discuss skin and scalp treatments.</td>
</tr>
<tr>
<td>c. Discuss proper procedures for a plain facial.</td>
</tr>
<tr>
<td>2. Explain and demonstrate those treatments necessary for a healthy scalp.</td>
</tr>
<tr>
<td>a. Explain safety and sanitation procedures in scalp treatments.</td>
</tr>
<tr>
<td>b. Diagnose and demonstrate the necessary treatments for dandruff.</td>
</tr>
<tr>
<td>c. Demonstrate and explain the treatment for alopecia.</td>
</tr>
<tr>
<td>d. Identify disorders of the skin, scalp, and hair.</td>
</tr>
<tr>
<td>e. Differentiate between contagious and non-contagious diseases of the scalp.</td>
</tr>
<tr>
<td>3. Provide services for mustaches and beards.</td>
</tr>
<tr>
<td>a. Explain safety and sanitation procedures for mustaches and beards.</td>
</tr>
<tr>
<td>b. Demonstrate how to trim and shape mustaches and beards.</td>
</tr>
<tr>
<td>4. Explain and demonstrate the procedures for providing a face shave.</td>
</tr>
<tr>
<td>a. Explain safety and sanitation procedures for facial shaves.</td>
</tr>
<tr>
<td>b. Discuss the fourteen shaving strokes and where they are applied on the face.</td>
</tr>
<tr>
<td>c. Demonstrate a face shave.</td>
</tr>
<tr>
<td>5. Explain and demonstrate the procedures for providing facial massages.</td>
</tr>
<tr>
<td>a. Explain safety and sanitation procedures in facial massaging.</td>
</tr>
<tr>
<td>b. Demonstrate and explain the techniques used in performing a facial massage.</td>
</tr>
<tr>
<td>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.)</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Competencies and Suggested Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. Explain and demonstrate the ethical conduct as related to employers, clients, and coworkers. BAR4, BAR5</td>
</tr>
<tr>
<td>a. Explain the conduct required for successful barbers.</td>
</tr>
<tr>
<td>b. Explain successful relationships with employers, clients, and coworkers.</td>
</tr>
<tr>
<td>c. Demonstrate necessary personal skills of successful barbers.</td>
</tr>
<tr>
<td>2. Explain the procedures to successfully manage a barber/style shop. BAR3, BAR4, BAR5</td>
</tr>
<tr>
<td>a. Explain the procedures for opening a barber/style shop.</td>
</tr>
<tr>
<td>b. Identify and explain the basic factors of business administration.</td>
</tr>
<tr>
<td>c. Explain the basic aspects of business law applicable to shop management.</td>
</tr>
<tr>
<td>d. Explain and demonstrate the acceptable procedures of telephone techniques in the barber/style shop.</td>
</tr>
<tr>
<td>3. Explain the procedures for basic first aid and sanitation techniques in the barber/style shop. BAR2</td>
</tr>
<tr>
<td>a. Explain needed first aid procedures in the barber/style shop.</td>
</tr>
<tr>
<td>b. Explain sanitation procedures needed in the barber/style shop.</td>
</tr>
<tr>
<td>4. Incorporate computer-based business management skills, including business financing, income taxes, and basic accounting procedures. BAR5</td>
</tr>
<tr>
<td>a. Explain assets and liabilities of business ownership.</td>
</tr>
<tr>
<td>b. Discuss basic advertising and business marketing techniques.</td>
</tr>
<tr>
<td>c. Design and develop a business portfolio.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>6. Prepare students for their state board licensing exam. BAR1, BAR2, BAR4, BAR5</td>
</tr>
<tr>
<td>a. Review barber laws for the state of Mississippi.</td>
</tr>
<tr>
<td>b. Demonstrate taper haircut, incline shampoo, and facial shave on a male model.</td>
</tr>
<tr>
<td>c. Demonstrate a permanent wave, hair color, shampoo, cut, and style on female model.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Devise and utilize a written plan that details the occupational activities to be completed.</td>
</tr>
<tr>
<td>a. Perform written occupational objectives.</td>
</tr>
<tr>
<td>2. Assess accomplishment of objectives.</td>
</tr>
<tr>
<td>a. Prepare weekly written assessment of accomplishment of objectives.</td>
</tr>
<tr>
<td>b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor.</td>
</tr>
<tr>
<td>c. Mail final procedure checklist to the instructor.</td>
</tr>
</tbody>
</table>

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

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<tr>
<td>2. Assess accomplishment of objectives.</td>
</tr>
<tr>
<td>a. Prepare weekly written assessment of accomplishment of objectives.</td>
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<tr>
<td>b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor.</td>
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<tr>
<td>c. Mail final procedure checklist to the instructor.</td>
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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

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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

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<th>Competencies and Suggested Objectives</th>
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<td>1. Devise and utilize a written plan that details the occupational activities to be completed.</td>
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<td>a. Perform written occupational objectives.</td>
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<td>2. Assess accomplishment of objectives.</td>
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<td>a. Prepare weekly written assessment of accomplishment of objectives.</td>
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<td>b. Present/mail weekly written reports of activities performed and objectives accomplished to the instructor.</td>
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<td>c. Mail final procedure checklist to the instructor.</td>
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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


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

## Appendix B: Standards for Barber/Stylist

Barber/Stylist Standards

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### 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)

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4 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 Standards

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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 Skills

#### 21st Century Crosswalk for Barber/Stylist

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**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

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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