

Barbering II

PEIMS Code: N1302535

Abbreviation: BARBER 2

Grade Level(s): 10-12

Award of Credit: 3.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in Grades 12. Prerequisite: Barbering I. Students shall be awarded three credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.
 - (3) In Barbering II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site;
 - (B) employ the ability to be trustworthy by complying with an ethical course of action;
 - (C) comply with all applicable rules, laws, and regulations;
 - (D) use conflict-management skills to avoid potential or perceived conflict;
 - (E) investigate employment opportunities, including entrepreneurship;
 - (F) evaluate data or outcome of a broad range of personal care services;
 - (G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers;
 - (H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner;
 - (I) exercise personal ownership over the quantity and quality of individual performance and team assignment;
 - (J) employ leadership skills within a classroom or community setting to maintain positive relationships; and
 - (K) demonstrate knowledge of practical skills such as shaving, styling, weaving, braiding, manicure, pedicure, or hairstyling.
- (2) The student applies academic skills to the field of barbering. The student is expected to:
 - (A) defend the importance of anatomy and physiology to the barbering profession;
 - (B) summarize the structure, composition, and growth of skin, nails, and hair;
 - (C) test the principles of organic and inorganic chemistry;
 - (D) evaluate solutions, suspensions, and emulsions that may be used during barbering services such as shampoos, conditioners, and nail care products;
 - (E) select chemical services to maintain a normal pH of hair and skin;
 - (F) describe the chemistry and main ingredients of nail enhancements such as polymer powder, monomer liquid, and ultraviolet (UV) gels and how they work;
 - (G) explain how to prepare the hair for application and removal of extensions such as human or artificial hair; and
 - (H) formulate an infection control plan to maintain health and safety of employees and clients.
- (3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:
 - (A) apply health and safety policies and procedures;
 - (B) recognize risks, including potentially hazardous situations, in compliance with the TDLR;
 - (C) navigate the TDLR website for exam eligibility, exam results, and student hours; and
 - (D) identify licensure and renewal requirements of the licensee or licensed barbering establishment or school.

- (4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in barbering. The student is expected to:
 - (A) employ safe and effective use of tools to enhance client services;
 - (B) use ergonomically designed equipment to promote professional efficiency;
 - (C) use available technology sources effectively [effective] in a professional barber shop setting;
 - (D) apply universal precautions in disposal of hazardous and non-hazardous materials; and
 - (E) formulate client services based on the correct quality and quantity of materials.
- (5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:
 - (A) appraise client desires to assist with formulation of personal care services;
 - (B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions;
 - (C) use vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;
 - (D) demonstrate mastery of basic haircuts such as zero degree, forty-five degree, ninety degree, one hundred eighty degree, and men's clipper cut;
 - (E) display proficiency of a manicure, facial, and mock chemical service application as required for the state practical exam; and
 - (F) master treatment of the scalp, facial massage and treatment, shaving and facial hair design, haircutting and styling, hair replacement, and chemical texture services as required for the state practical exam.
- (6) The student analyzes career paths within the barbering industry. The student is expected to:
 - (A) explore marketing techniques when selecting and using multimedia to attract and retain clientele;
 - (B) formulate a client service menu based upon current industry trends;
 - (C) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;
 - (D) create an employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and
 - (E) analyze the role of professional organizations in barbering professions.

Barbering I and II TEKS that reinforce core academic skills:

Language Arts, including but not limited to, reading, writing, researching, and speaking:

Barbering I: b.1, b.3, b.4, c.1, c.3, c.5

Barbering II: b.1, b.3, b.4, c.1, c.3, c.5, c.6

Mathematics, including but not limited to, using and manipulating ratios, fractions, decimals, and percentages, both as numbers and currency:

Barbering I: b.1, b.3, c.1, c.5

Barbering II: b.1, b.3, c.1, c.5, c.6

Science, including Anatomy and Physiology, Biology, and Chemistry:

Barbering I: b.1, b.3, c.2, c.3, c.4

Barbering II: b.3, c.2, c.3, c.4

Social Studies, including but not limited to the history of the barbering and cosmetology industry, sociology of people groups, and cultural awareness of people groups:

Barbering I: b.1, b.2, c.1, c.3

- Barbering II: b.1, b.2, c.1, c.3, c.6

Recommended Resources and Materials:

Print Book: Scali-Sheahan, M. T. (2017). *Milady Standard Barbering*. Boston, MA: Milady.

Facilities and Equipment will be purchased and modeled per specifications found in:

Occupations Code

Title 9. Regulation of Barbers, Cosmetologists, and Related Occupations

Chapter 1601

Administered by the Texas Department of Licensing and Regulation

Including a Barbering lab to be equipped with:

1. a building of permanent construction containing at least 2000 square feet of floor space, including classroom and practical areas (for a school located in a municipality with a population of more than 50,000)
2. at least 10 student workstations that include a chair that reclines, a back bar, and a wall mirror;
3. a sink behind every two workstations;
4. adequate lighting for each room;
5. at least 10 classroom chairs and other materials necessary to teach the required subjects; and
6. access to permanent restrooms and adequate drinking fountain facilities

Additional Building and Classroom Equipment (per Section 1601):

1. Sign posted in a prominent place on outside portion of building; letters to be 10 inch block letters declaring BARBER SCHOOL; then posted on each inside wall of the school
2. Posted copy of Sanitation Rules (Section 1601.552)
3. Posted Consumer Complaint Sign (Section 1603.151(2))
4. A hard surface floor-covering of tile or other suitable material
5. A liquid sanitizer for each workstation
6. All materials necessary to teach the required subjects, including the 8 hours in manicuring required in the Class A Barber curriculum
7. Adequate supply of permanent wave rods and optional hairstyling rollers
8. One hooded hair dryer
9. At least two canvas-type wig blocks
10. Two mannequins, one long-haired and one short-haired
11. At least one wig, one hairpiece, and hair extensions for weaving
12. Clock
13. Bulletin board

14. Chalk board or dry erase board
15. Fire extinguisher with current inspection report
16. Instructor's desk in classroom
17. One complete manicure table, one complete set of manicuring implements for plain and sculptured nails
18. One text textbook with complete instructions, for each student in attendance on the practical floor
19. An autoclave, dry heat sterilizer or ultraviolet sanitizer, if providing manicure or pedicure nail services

Recommended Course Activities:

Since the Barbering course will be provided as part of a school day for a high school student, that student will have the opportunity to participate in all traditional CTE activities, including Career and Technical Student Organization activities such as competitions, leadership training, community service opportunities, and committee participation.

Further, as part of a sequence that offers services for the public, the teacher will have the opportunity to run the classroom/learning lab as a barber shop, including scheduling clients and completing client services, researching products for quality and cost effectiveness, working with potential vendors to establish business relationships and quality product delivery timeframes and contract prices.

Students will have hands-on opportunities to learn about scheduling, working with clients, sanitation and cleanliness requirements and activities, as well as budgeting funds to cover purchases, ordering supplies to maintain stock appropriate to either large or single person barbering station, processing bills, contacting vendors and vendor relationships, contracting for various goods, and other integrated factors that contribute to business success.

Students will have an opportunity to construct a business plan, including goals and outcomes. Further, students will practice strong, ethical marketing techniques, including use of technology and/or social media to draw customers.

Suggested methods for evaluating student outcomes:

The number of students that successfully complete the courses and earn a Class A Barber's License will be used to measure the short-term success rate.

The number of students that maintain a license for at least 5 years will provide a longitudinal measure of success.

Teacher qualifications:

Allowed with one of the following certificates plus a valid license as a barbering instructor issued by the TDLR.

(1) Trade and Industrial Education: Grades 6-12. This assignment requires appropriate work approval.

(2) Trade and Industrial Education: Grades 8-12. This assignment requires appropriate work approval.

(3) Vocational Trades and Industry. This assignment requires appropriate work approval.

Additional information:

Labor Market information:

Growth rate is projected to be 15.5% in period from 2014 -2024

Annual openings projected to be 340

Average wages = \$14.52/hour or \$30,196/year

Growth in number of Class A Barbers from 2011- 2016

1/2016 = 16039 licensed Class A barbers

1/2015 = 15001 licensed Class A barbers

1/2013 = 14094 licensed Class A barbers

1/2011 = 13256 licensed Class A barbers

Public Secondary Class a Barber Curriculum for High School Students:

The curriculum for the class A barber certificate in a public secondary program for high school students consists of 1,000 hours of instruction in barber courses and 500 hours of related high school courses, with the 1,000 hours as follows:

- (1) Theory, consisting of the study of: total of 130 hours
 - (A) anatomy, physiology, and histology, consisting of the study of 50 hours:
 - (i) Hair
 - (ii) Skin
 - (iii) Muscles
 - (iv) Nerves
 - (v) Cells
 - (vi) Circulatory system
 - (vii) Digestion
 - (viii) Bones
 - (B) Texas barber law and rules: 25 hours
 - (C) bacteriology, sterilization, and sanitation: 30 hours
 - (D) disorders of the skin, scalp, and hair: 5 hours
 - (E) salesmanship: 1 hour
 - (F) barbershop management: 1 hour
 - (G) chemistry: 1 hour
 - (H) Shaving: 1 hour
 - (I) scalp, hair treatments and skin: 1 hour
 - (J) sanitary professional techniques: 1 hour
 - (K) professional ethics: 1 hour
 - (L) scientific fundamentals of barbering: 1 hour

- (M) cosmetic preparations: 1 hour
 - (N) shampooing and rinsing: 1 hour
 - (O) cutting and processing curly and over-curly hair: 1 hour
 - (P) haircutting, male and female: 1 hour
 - (Q) theory of scalp, face and neck massage: 1 hour
 - (R) hygiene and good grooming: 1 hour
 - (S) barber implements: 1 hour
 - (T) honing and stropping: 1 hour
 - (U) mustaches and beards: 1 hour
 - (V) facial treatments: 1 hour
 - (W) electricity and light therapy: 1 hour
 - (X) history of barbering: 1 hour
- (2) instruction in practical work, consisting of the study of: total 870 hours
- (A) dressing the hair, consisting of 500 hours:
 - (i) men's haircutting
 - (ii) children's haircutting
 - (iii) women's haircutting
 - (iv) cutting and processing curly and over-curly hair
 - (v) razor cutting
 - (B) shaving: 80 hours
 - (C) styling: 50 hours
 - (D) shampooing and rinsing: 30 hours
 - (E) Hair bleaching and dyeing: 20 hours
 - (F) waving hair: 25 hours
 - (G) straightening: 25 hours
 - (H) cleansing: 20 hours
 - (I) professional ethics: 20 hours
 - (J) Hair weaving and hairpieces: 5 hours
 - (K) processing: 5 hours
 - (L) Clipping: 5 hours
 - (M) beards and mustaches: 6 hours
 - (N) shaping: 5 hours
 - (O) dressing: 5 hours
 - (P) curling: 5 hours
 - (Q) first aid and safety precautions: 5 hours
 - (R) scientific fundamentals of barbering: 5 hours
 - (S) barber implements: 5 hours
 - (T) haircutting or the process of cutting, tapering, trimming, processing, and molding and scalp, hair treatments, and tonics: 10 hours
 - (U) massage and facial treatments: 10 hours
 - (V) arranging: 10 hours
 - (W) beautifying: 10 hours
 - (X) singeing: 1 hours
 - (Y) manicuring: 8 hours
- (3) Student receipt of HS diploma – 500 hours.