Department of Education | College, Career and Technical Education

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Barbering III

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H11
Prerequisite(s):	*Barbering II* (C19H10)
Credit:	1
Grade Level:	9-12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third course in the *Barbering* program of study.
Aligned Student Organization(s):	SkillsUSA: http://tnskillsusa.com/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	560 and 780
Required Teacher Certifications/Training:	Tennessee Master Barber License and Tennessee Barber Instructor License
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov

Approved 2005; Amended 2013; Nov. 2021

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at http://www.skillsusatn.org

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- Students will demonstrate all work-based learning activities through their work in the school's onsite barber shop or in the barber shop lab.

Course Description

Barbering III is the advanced level of Barbering, and it prepares students with work-related services for employment and entrepreneurship in the barbering field. Content provides students the opportunity to acquire foundation skills in both theory and practical applications. Advanced knowledge and skills in haircutting, scalp care, chemical and barbershop management, which duplicates barbering industry standards. Laboratory facilities and experiences will be used to simulate those found in the barbering industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Barbering examination for a Tennessee Master Barbering License or the completion or acquisition of 340 hours, students are eligible to take the Tennessee Board of Cosmetology and Barbering Examination for a Tennessee Barbering Technician License.

Course Standards

1. Safety, Sterilization, and Sanitation: Students will interpret and demonstrate the **basic principles of safety, sterilization, and sanitation** as it relates to chemical services performed in barbering.
    a. Implement the safety and sanitation procedures established by state law, including establishing and maintaining a working environment incorporating safety rules and regulations of the Environmental Protection Agency (EPA), the Occupational Safety and Health Administration (OSHA), and the Tennessee Board of Barbering; evaluating Material Safety Data Sheets (MSDS) for preventive measures to use in dealing with chemicals and treatment procedures; and developing and practicing acceptable procedures to prevent cross-contamination, airborne illnesses, and blood-borne pathogens.
    b. Comply with the Department of Health Rules and the Tennessee Board of Barbering Rules and Regulations by employing preventive measures for ecological, chemical, and physical contamination.
    c. Distinguish the difference between safe and dangerous experimentation.

2. Cleaning and Reconditioning the Hair and Scalp: Students will analyze procedures for **cleansing and reconditioning the hair and the scalp.**
    a. Evaluate the chemistry of water and its relationship to cleansing agents and conditioners and select appropriate products based on water chemistry.
    b. Differentiate between the chemical make-up of soaps, detergents, and surfactants.
    c. Research and compare basic types of surfactants.

3. Safety: Students will interpret and demonstrate the **basic principles of safety, sterilization, and sanitation** as it relates to the barbering industry.
    a. Evaluate the chemical elements involved in the principles of hair design, including both physical and chemical styling.
    b. Evaluate chemicals used in the development of styling products.
    c. Relate styling and finishing results to the chemicals used.

4. Hands and Feet: Students will evaluate **hands and feet for cosmetic procedures**.
    a. Evaluate the structure and chemical make-up of the nail.
    b. Examine the difference between physical and chemical change.
    c. Evaluate the purpose of a catalyst and its effects on the nail.
    d. Compare solvents and solutes by evaluating their purposes and uses.

5. Cosmetic Procedures and Applications: Students will formulate **cosmetic procedures and applications** to enhance a client's appearance.
    a. Evaluate products to determine Sun Protection Factor (SPF).
    b. Evaluate products, such as cleansers and moisturizers, to determine skin absorption factors.

6. Chemicals in Barbering: Students will evaluate **basic actions of chemicals,** as they relate to the barbering industry.
    a. Differentiate between sulfur, hydrogen, and disulfide bonds in the hair by examining the effects of water and chemicals on shape memory; assessing possibility of hair breakage; and evaluating the effects of chemicals used for re-texturing.
    b. Evaluate the chemical classifications of permanent waves.

7. Leadership Skills: Students will demonstrate **leadership, citizenship, and teamwork skills** required for success in the school, community, and workplace.
    a. Cultivate positive leadership skills. Take part in opportunities to practice and demonstrate personal leadership skills. For example, taking advantage of opportunities provided by a career and technical student organization (CTSO), such as SkillsUSA.
    b. Assess situations, apply problem-solving techniques and decision-making skills within the school, community, and workplace.
    c. Participate as a team member in a learning environment.
    d. Respect the opinions, customs, and individual differences of others.
    e. Build personal career development by identifying career interests, strengths, and opportunities.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.