

Course Outline

Fashion and Interior Design

REVISED: August/2017

Job Title:

Barber

78-45-70

Career Pathway:

Personal Services

Barber Crossover for Cosmetologist

Industry Sector:

Fashion and Interior Design

Credits: 15

Hours: 200

O*NET-SOC CODE:

39-5011.00

Course Description:

This competency-based course is designed for Cosmetologists to receive training to become a licensed barber. The course is 200 hours of technical instruction and practical operations covering barber practices that are not part of the required cosmetologist training. Technical instruction includes theory lectures, demonstrations, textbook study, and examinations. Practical operations include practice of complete services on mannequins and real customers. The competencies in this course are aligned with California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Barbering

Prerequisites:

Students should be a licensed Cosmetologist or present proof of successful completion of a Board-approved Cosmetology program in California to take Barber Crossover for Cosmetologist.

CBEDS No.:

5811

NOTE: For Perkins purposes this course has been designated as an **capstone** course.

This course **cannot** be repeated once a student receives a Certificate of Completion.



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

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Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Thanks to MAY LAHHAM and NAZELI ZELYAN for developing and editing this curriculum. Acknowledgment is also given to ERICA ROSARIO for designing the original artwork for the course covers.

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CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Fashion and Interior Design Industry Sector

Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Fashion and Interior Design academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Fashion and Interior Design sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Fashion and Interior Design sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Fashion and Interior Design sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Fashion and Interior Design sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Fashion and Interior Design sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (such as FHA-HERO, the California Affiliate of FCCLA).

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Fashion and Interior Design sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Fashion and Interior Design anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the career technical student organizations.

Fashion and Interior Design Pathway Standards

C. Personal Services Pathway

Students who follow the Personal Services pathway develop the essential concepts, knowledge, principles, and skills to be successful in the career opportunities in this industry. Careers or subject in this field include barbering, cosmetology, electrology, esthetics, advanced esthetics, makeup artistry, and manicuring with the emphasis on client consultation, health/safety, service/treatment protocols, product/equipment knowledge, marketing/promotion, management, and business practices.

Sample occupations associated with this pathway:

- ◆ Barbering
- ◆ Esthetician
- ◆ Hair Stylist
- ◆ Makeup Artist
- ◆ Manicurist

- C1.0 Identify the importance of state board licensing, rules and regulations for the beauty industry.
- C2.0 Recognize the different communication skills that are necessary to be successful in the personal service career pathways of the beauty industry.
- C3.0 Explain the importance of following the federal and state health and safety regulations, Occupational Safety and health Administration (OSHA) regulations, infection control practices for the beauty industry.
- C4.0 Describe importance of keeping up new trends, technologies, product development, new equipment, and services for clients.
- C5.0 Demonstrate the key concepts and principles to designing and performing services and treatment plans for clients.
- C6.0 Employ the leadership and business management practices and cultural proficiencies that would lead to success in the beauty industry.
- C7.0 Differentiate the types of business ownership and the advantages/disadvantages of owning and /or managing a business.
- C8.0 Analyze the clients' needs, abilities, purpose, and challenges to obtaining their goals with services and treatment.
- C9.0 Explain the legal, ethical, scope of practice, and financial responsibilities that exist in the beauty industry.
- C10.0 Synthesize the treatment protocols of clients to assess, re-evaluate, and change the services or treatment plans to reach their goals.
- C11.0 Evaluate the various equipment, supplies, products, and distributors, and manufacturers that represent the beauty industry.
- C12.0 Assess the current state, federal and international scope of practice, rules and regulations required of professionals in the beauty industry.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Barber Crossover for Cosmetologist Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. SHAVES, FACE, SKIN, & HAIR CARE: PREPARATION</p>	<ol style="list-style-type: none"> 1. Explain the importance of maintaining personal hygiene, using clean linens and sterilizing each instrument when used on a patron 2. Explain the types and purposes of shaving lather 3. Describe how to apply lather properly to face. 4. Describe how to sanitize a razor before shaving. 5. Describe how to stretch the skin while shaving and why this is done. 6. Explain the proper method for wiping the razor. 7. Describe what an once-over shave is. 8. Describe what a twice-over shave is. 9. Describe the methods of removing soap and cleaning the face with hot towels after shaving. 10. Describe how to apply various after shave creams and lotions. 11. Describe how to trim a mustache. 12. Describe the various positions for holding a razor to shave a face while standing on one (1) side of the barber chair. 13. Explain what the four strokes are back-hand, free hand, reverse back and reverse free hand. 14. Explain the different textures of beards and the directions of the grain. 15. Explain the theory of facials and massage. 16. Explain the types of facials and packs used in the trade. 17. Explain why there is no heat on a rosacea facial. 18. Identify all of the facial muscles. 18. List the names and locations of the various nerves related to the brain, spinal cord, and cerebrospinal and sympathetic nervous system. 19. Explain the functions of the nerves related to barbering. 20. Differentiate between the sensory and motor nerves. 21. Define fatigue as it relates to the barbering trade. 22. Explain the function and significance of the three layers of skin and the glands within in the barbering trade. 23. Explain the functions of absorption and its significance to barbering. 24. Explain the difference between the follicle and the papilla. Know their locations. 	<p>Career Ready Practice: 1, 2, 5, 6, 7, 8, 10, 11, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6 Technology: 4.1, 4.3, 4.5, 4.6 Problem Solving and Critical Thinking: 5.1, 5.2, 5.3, 5.4 Health and Safety: 6.1, 6.2, 6.7 Responsibility and Flexibility: 7.2, 7.3 Ethics and Legal Responsibilities: 8.1, 8.2, 8.3, 8.4 Leadership and Teamwork: 9.3, 9.6 Technical Knowledge and Skills: 10.1, 10.14</p> <p>CTE Pathway: C1.1, C1.2, C1.4, C2.1, C2.2, C2.5, C3.1, C3.2, C3.3, C3.4, C11.2, C12.1, C12.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(100 hours of Technical Instruction)	25. Explain the treatment for alopecia areata, dry scalp, eczema, psoriasis, oily scalp and dandruff. 26. Explain how to test hair for lack of structure. 27. Define benign verruca and benign nevus. 28. Explain alopecia or baldness. 29. Evaluate customer sensitivity related to hairpieces.	
B. SHAVES, FACE, SKIN, & HAIR CARE: PERFORMANCE (100 hours)	1. Demonstrate how to apply lather properly to face. 2. Demonstrate how to sanitize a razor before shaving. 3. Perform the various positions for holding a razor to shave a face while standing on one (1) side of the barber chair. 4. Demonstrate how to stretch the skin while shaving and why this is done. 5. Perform the proper method for wiping the razor. 6. Demonstrate what an once-over shave is. 7. Demonstrate what a twice-over shave is. 8. Perform the methods of removing soap and cleaning the face with hot towels after shaving. 9. Demonstrate how to apply various after shave creams and lotions. 10. Demonstrate how to assess the condition of the client's skin 11. Demonstrate how to give a scientific rest facial using the ten movement process. 12. Demonstrate how to give an acne facial. 13. Demonstrate how to give an acne rosacea facial. 14. Demonstrate how to give a rolling crème massage 15. Demonstrate how to assess the condition of the client's hair. 16. Demonstrate how to give a scalp massage. 17. Demonstrate how to give: 18. Demonstrate how damaged hair can be restored by placing hydrolyzed animal protein on it. a. a tonic scalp treatment b. a medicated scalp treatment c. a hot oil scalp treatment d. an egg scalp treatment e. a special scalp treatment 19. Demonstrate the effects of protein when combined with other mixtures. 20. Student must perform a minimum of 60 shaves/facials/massage/skin & hair assessment and treatments.	Career Ready Practice: 1, 5, 6, 7, 8, 11, 12 CTE Anchor: Academics: 1.0 Communications: 2.1, 2.5, 2.6 Career Planning and Management: 3.1, 3.2, 3.4, 3.5, 3.6 Technology: 4.1, 4.3, 4.5 Responsibility and Flexibility: 7.2, 7.4 Ethics and Legal Responsibilities: 8.1, 8.2, 8.4, 8.5 Leadership and Teamwork: 9.6 Technical Knowledge and Skills: 10.2, 10.3 CTE Pathway: C2.3, C2.4, C5.1, C5.2, C8.1, C9.2, C12.1

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTS AND SUPPLEMENTAL BOOKS

Milady. Milady's Standard Professional Barbering, 5th Edition. Cengage Learning, 201.

Janssen, Marybeth, Milady Publishing Company Staff, Moore, Miller, Carroll. Milady's Standard System of Salon

Skills: Hairdressing: [Student] Course Book, Edition 1. Cengage Delmar Learning, 1999.

Healy, Mary. Textbook of Cosmetology, 3rd Edition. Prentice-Hall, 2000.

Dalton, John W. Professional Cosmetologist, 4th Edition. West Group, 1997

PAMPHLETS AND PERIODICALS

American Hairdresser. New York: Service Publications.

Modern Beauty Salon. Chicago: Vance Publications Corp.

California Stylist. Los Angeles: Holland Graphics, Inc.

RESOURCES

Employer Advisory Board Members

Representatives of manufacturers of barber equipment and supplies.

CTE Model Curriculum Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/fashioninterior.pdf>

Standards for Career Ready Practice:

<http://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multimedia presentations
- C. Visual aids
- D. Work on live models/mannequins demonstrating use of tools and implements of barber trade.
- E. Demonstrations/participation
- F. Projects
- G. Multi-sensory presentations
 - a. Charts
 - b. Films
 - c. Mounted pictures

EVALUATION

SECTION A – Shaves, Face, Skin & Hair Care: Preparation – Pass all assignments and exams on shaves, face, skin & hair care: preparation with a minimum score of 80% or higher

SECTION B – Shaves, Face, Skin & Hair Care: Performance – Pass all assignments and exams on shaves, face, skin & hair care: performance with a minimum score of 80% or higher.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
