Program Syllabus and Classroom Procedures

Beaufort-Jasper Academy for Career Excellence
Barbering
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Course Description

Barber/Master Hair Care prepares individuals to shave and trim facial/neck hair and beards, cut and dress hair, fit hairpieces, give facial and scalp massages, apply cosmetic treatments, and to prepare for licensure as professional barbers at various levels. Instruction includes facial shaving, beard and mustache shaping and trimming, shampooing, hair cutting, hair styles and styling art, facial treatments and massage, chemical applications, hair and scalp anatomy and physiology, hairpiece and toupee fitting, equipment operation, health and safety, customer service, and shop business practices.

Textbook: Milady Standard Barbering 6th & 7th Edition

This program follows the South Carolina State Standards for Master Hair Care.

Industry Certifications Available:

Level I & II: OSHA 10, Barbicide Certification, CPR
Level III & IV: SC South Carolina Master Hair Care License

Program Dress Code

Students will be expected to be prepared for work every day. Program dress is as follows:

- Black Scrub Tops
- Black Scrub Pants
- Close toe and heel shoes (no high heels and no crocks)
- Students are required to always wear clean uniforms and proper shoes throughout the entire school day. If the dress code is not followed; the consequences will include reporting to guidance counselor or assistant director, which may to call to parent, and lead to ISS (In School Suspension). Multiple violations (3) will lead to OSS (Out of School Suspension).

Expectations for Class

- Sign-In and prepare to begin work immediately at the beginning of class.
- Respect others and the property of others.
- Bring all necessary materials to class.
- Do not interfere with the learning of others.
- Do not make fun of others work.
- Complete all assignments in a timely manner.
- Always follow all school and classroom rules.
- Proper uniform must be worn at all times.
- Students are responsible for clean-up duties every day.

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- No eating or drinking in class.
- Put forth the best effort possible.
- Be accountable for your work and actions.
- Be collaborative during theory and practical work.
- Be engaged in your work every day.
- Future Professionals will be expected to maintain an average of 70% on all theory tests and assignments.
- Future Professionals may not be released from required theory class to take a client.
- Only service desk personnel may schedule or change client service appointments.
- All services must be checked, and the service ticket initialed by a Learning Leader.
- Future Professionals are expected to be continuously working on school-related projects,
- assignments, clinic practical worksheets, reading theory, or test preparation during school hours.
- Future Professionals will receive clock hours during the times they fully participate in their learning experience.
- When Future Professionals are not scheduled with service appointments or are not
- scheduled to attend theory they may focus on the following:
    - Completion of clinic practical worksheets
    - Completion of theory review worksheets
    - Performing a service on another Future Professional
    - Listening to or reading school resource center materials, including educational videos, audiotapes, and books

Discipline: *ACE follows procedures for progressive discipline as outlined in the Beaufort-Jasper Academy for Career Excellence Student Handbook.*

Cell Phones & Ear Pods

Phones will be collected by teachers and locked into a cell phone lock box at the start of each class. They will be returned to students during any breaks, times needed for instructional use, lunch and when permissible. **Air Pods/Buds should never be worn in class or in the shop. No Exceptions.**

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GRADING

All Grades are based on South Carolina State Standards

Level I & Level 3	**Grade will be on based Theory Work**
Level 2 & Level 4	**Grade will be based on Application (Hands-On) Work**

GRADING POLICIES:

The semester grade is determined by the total points earned in each of the following areas and the number of points corresponds with a letter grade (outlined in the student handbook). The areas of evaluation and their weight toward the grade are as follows:

A 100-90 B 89-80 C 79-70 D 69-60 F 59 or Below

AF- Attendance Failure

Summative Grades will account for 60% The goal for summative assessment is to evaluate student learning at the end of an instructional unit.	**Formatives Grade will account for 40%** The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used to improve as needed.

Missed Work Due to Absences:

It is **the student's** responsibility to obtain the homework assignments, notes & any other pertinent information that is missed during an absence.

Missed work due to an absence: Additional time (up to five school days) and full credit will be allowed for each day of a verifiable and excused absence. Exceptions will be made in unique, deserving situations as determined by the teacher and/or administrator.

There is No Late Work at ACE:

Struggling to Complete Assignment- Communicate this to your teacher. You will be scheduled for Remediation during our ACE Intervention Block

Refusal to Complete Assignment- You will be assigned a Working Period during lunch, CTE or before or after school to complete the assignment. You applied to come to ACE and there is a waiting list. Failure to complete work is not an option.

Employability Rubric:

Soft Skills are an essential part of each CTE Curriculum. ACE has instituted an Employability Rubric (below) which will count as a summative grade. In each program level a summative accountability rubric grade (which will be the same for each level) will be given 4 times in a semester (roughly every 4 weeks).

Statement for Academic Dishonesty:

Academic honesty is expected in all ACE classes. Cheating will not be tolerated. Consequences may include: reduction in grade on the assignment, repeat the assignment, no grade on assignment or others as deemed appropriate. Academic dishonesty will be reported to a school counselor, administration and a parent will be notified.

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ACE EMPLOYABILITY RUBRIC				
Criteria	**Skill Level**			
	Exceeds Standard 20pts	**Meets Standard 15pts**	**Needs Improvement On Standard 10pts**	**Does Not Meet Standard 5pts**
Time Management **Ability to meet deadlines and submit work on time**	**Consistently demonstrates exceptional time management skills, exceeding expectations.** • Prioritizes tasks effectively, consistently completing them ahead of schedule. • Demonstrates exceptional organization, with tasks and deadlines clearly defined. • Proactively seeks additional responsibilities, effectively managing additional workload. • Rarely, if ever, requires reminders or extensions.	**Consistently demonstrates solid time management skills, meeting expectations.** • Prioritizes tasks effectively, typically completing them on schedule. • Maintains good organization, with tasks and deadlines generally well-defined. • Manages workload effectively but may occasionally require reminders or extensions. • Adapts well to changing priorities and workloads	**Demonstrates inconsistent time management skills, needing improvement.** • Struggles to consistently prioritize tasks, often missing deadlines. • Lacks clear organization, leading to occasional confusion about tasks and deadlines. • Requires frequent reminders and extensions to meet expectations. • Shows limited ability to adapt to changing priorities and workloads.	**Fails to demonstrate effective time management skills.** • Consistently misses deadlines and lacks prioritization. • Displays disorganization, often unable to identify tasks and deadlines. • Regularly relies on reminders and extensions to meet expectations. • Struggles to adapt to changing priorities and workloads.
Professionalism **Behavior, attitude, personal presentation, uniform and appearance**	**Consistently demonstrates exceptional professionalism and uniform compliance, exceeding expectations** • Always in uniform • Demonstrates a positive attitude and self-control • Appropriate language use • Demonstrates a positive and respectful attitude toward peers & instructors	**Consistently demonstrates good professionalism and uniform compliance, meeting expectations.** • Adheres to dress code and uniform policies with few exceptions • Mostly demonstrates a positive attitude, self-control • Appropriate language use; • Maintains a positive and respectful attitude towards peers & instructors	**Demonstrates inconsistent professionalism and uniform compliance, needing improvement.** • Requires reminders and occasional correction to adhere to dress code and uniform policies. • Seldom exhibits a positive attitude; • Frequently uses inappropriate language. • Occasionally displays a less than positive attitude towards peers & instructors	**Fails to demonstrate professionalism and uniform compliance.** • Regularly violates dress code and uniform policies. • Exhibits a poor attitude; • Often uses inappropriate language. • Consistently displays a negative or disrespectful attitude towards peers, instructors, and supervisors.
Communication **Listening; oral and written; making sure message is received; prioritizing urgent communication**	**Consistently demonstrates exceptional communication skills, exceeding expectations.** • Communicates ideas and information clearly and concisely, both in writing and verbally. • Actively listens to others, showing empathy and understanding in interactions. • Effectively conveys complex concepts and ideas with clarity and precision. • Demonstrates exceptional non-verbal communication, including eye contact, body language, and active engagement.	**Consistently demonstrates good communication skills, meeting expectations .** • Communicates ideas and information clearly, with minimal misunderstandings. • Listens attentively and shows understanding in interactions with others. • Conveys concepts and ideas with a reasonable degree of clarity. • Displays adequate non-verbal communication, including appropriate eye contact and body language.	**Demonstrates inconsistent communication skills, needing improvement.** • Sometimes struggles to communicate ideas and information clearly, leading to misunderstandings. • May need improvement in active listening, occasionally appearing disengaged in interactions. • Conveys concepts and ideas with varying levels of clarity. • Displays occasional issues with non-verbal communication, including inconsistent eye contact and body language.	**Fails to demonstrate effective communication skills.** • Consistently struggles to communicate ideas and information clearly, leading to frequent misunderstandings. • Rarely engages in active listening and may appear disinterested in interactions. • Often fails to convey concepts and ideas with clarity and precision. • Consistently displays issues with non-verbal communication, such as limited or inappropriate eye contact and body language.

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ACE EMPLOYABILITY RUBRIC				
Criteria	**Skill Level**			
	Exceeds Standard 20	**Meets Standard 15**	**Needs Improvement On Standard 10**	**Does Not Meet Standard 5**
Productivity & Quality **Strong work ethic; preparedness; quality of work**	**Consistently demonstrates exceptional productivity and quality, exceeding expectations.** • Always comes to class prepared & gives best effort • Shows initiative in improving productivity and quality. • Requires occasional supervision and corrections to maintain productivity and quality. • Maximizes class time • Always follows safety procedures and rules	**Consistently demonstrates good productivity and quality, meeting expectations.** • Regularly gives best effort • Occasionally seeks opportunities to improve productivity and quality. • Requires frequent supervision and corrections to maintain productivity and quality • Regularly uses class time • Follows most safety procedures and rules	**Demonstrates inconsistent productivity and quality, needing improvement.** • Frequently unprepared for class • Shows limited initiative in improving productivity and quality. • Regularly requires supervision and corrections to maintain productivity and quality. • Poor use of class time • seldom follows safety procedures and rules	**Fails to demonstrate effective productivity and quality.** • Often unprepared for class • Rarely seeks opportunities to improve productivity and quality. • Consistently requires extensive supervision and corrections to maintain productivity and quality. • Wastes class time • Never follows safety procedures and rules
Problem Solving & Troubleshooting **Critical thinking used to solve problems independently**	**Consistently demonstrates exceptional problem-solving and troubleshooting skills, exceeding expectations.** • Helps peers • Approaches problems with a systematic and creative mindset, consistently producing innovative solutions. • Effectively identifies, analyzes, and resolves problems in a timely manner. • Proactively seeks opportunities to troubleshoot and resolve issues.	**Consistently demonstrates good problem-solving and troubleshooting skills, meeting expectations.** • Occasionally collaborates with other students • Approaches problems with a logical and structured mindset, typically producing effective solutions. • Identifies, analyzes, and resolves problems in a timely and efficient manner. • Shows initiative in troubleshooting and resolving issues.	**Demonstrates inconsistent problem solving and troubleshooting skills, needing improvement.** • Rarely collaborates with other students • Sometimes struggles to approach problems in a logical and structured manner, leading to less effective solutions. • Occasionally takes longer to identify, analyze, and resolve problems. • Displays limited initiative in troubleshooting and resolving issues.	**Fails to demonstrate effective problem-solving and troubleshooting skills.** • Never collaborates with other students • Approaches problems with a rudimentary level of logic and structure, producing basic solutions. • May take longer to identify, analyze, and resolve problems, particularly with more complex challenges. • Shows limited initiative in troubleshooting and resolving issues.

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Outline of Topics Covered:

1st Semester
Module 1 Barbering and Module 2 Barbering
Professionalism
The Science of Barbering
Professional Barbering
Business of Barbering
Advance Barbering Services

2nd Semester
Module 3 Barbering and Module 4 Barbering
Professionalism
The Science of Barbering
Professional Barbering
Business of Barbering
Advance Barbering Services

3rd Semester
State Board Examination Preparation
Theory and Practical Mock Board Examination
Kit Set-Up

Work Based Learning Experiences:
Internship
Mentoring
School Based Enterprise
Job Shadowing

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