



Alabama Commission on Higher Education

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New Program Proposal

The following must be submitted to complete a new program request:

Submission Checklist:

- ☒ New Program Proposal
- ☒ Business Plan (<https://www.ache.edu/index.php/forms/>)
- ☒ Undergraduate or Graduate Curriculum Plan (<https://www.ache.edu/index.php/forms/>)

Primary Contact Information

Institution: Drake State Community & Technical College

Contact: Kelly Williams

Title: Division Chair Applied Services

Email: Kelly.williams@drakestate.edu

Telephone: 256-551-5225

Program Information

Date of Proposal Submission: 5/14/2026

Award Level: Associate's Degree

Award Nomenclature (e.g., BS, MBA): AAS

Field of Study/Program Title: Barbering

CIP Code (6-digit): 12.0402

Administration of the Program

Name of Dean: Carolyn Henderson

Name of College/School: Drake State Community & Technical College

Name of Chairperson: Kelly Williams

Name of Department/Division: Salon and Spa Management

Implementation Information

Proposed Program Implementation Date: 8/2/2027

Anticipated Date of Approval from Institutional Governing Board: 9/9/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 9/11/2026

SACSCOC Sub Change Requirement (Notification, Approval, or NA): Approval

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review): NO



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I. Program Description

A. Concise Program Summary (one paragraph) to be included in ACHE Agenda:

An Associate of Applied Science (AAS) in Barbering is designed to address the expanding workforce needs in the barbering industry. This program will equip students with essential technical skills, such as shaving and trimming facial/neck hair, mustaches, and beards. Cut and dress hairpieces, give facial and scalp massages, apply cosmetic treatments, and prepare students for the licensure examinations required to practice as licensed barbers. Includes instruction in 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. Graduates of this program will be well-prepared to begin successful careers as innovative barbers, barber shop managers, or entrepreneurs, ultimately contributing to the growing demand for highly skilled professionals in the barbering industry.

B. Specific Rationale (Strengths) for the Program

List three (3) to five (5) strengths of the proposed program as a specific rationale for recommending approval of this proposal.

1. Gives a diverse population an affordable pathway to entry-level employment opportunities for advancement and entrepreneurship as a barber.
2. Prepares students with hands-on licensure-ready skills that meet the demand for barbers.
3. Promotes the barbering program by giving students a choice to pursue success in the program tailored to their interests. Eliminates the burden of taking additional courses that do not align with the student's passion.

C. External Support (Recommended)

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. Kenneth Orange, 20-year Barber/ Owner of Blessed Kutz, Huntsville, AL.

I believe that allowing barbers to earn an Associate's Degree would serve a greater purpose alongside the Barber licenses they'll receive. Barbering takes quite a bit to accomplish just as much as any other field or major to complete before actually shifting into the real world. After being in the field for over 20 years, I can honestly say that, given the opportunity to receive an Associate's degree as a barber, would most definitely increase the success rate for the students, as it will show their future



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clients and salon managers that they've really taken the time and put in the work to become a barber. This would be a great benefit for them.

2. Andrew Hall, a graduate of the AAS of Cosmetology/ Barbering certificate.

From my perspective, an AAS in Barbering would have been beneficial to me if it were available. I had to change my major to cosmetology, along with others in order to receive an AAS degree through the program. This required me to take classes that were not relevant to barbering and that I had little interest in, which made the experience frustrating at times, and extended my time to complete the AAS in Cosmetology. Being placed in a cosmetology-focused track also made me feel discounted and left out of the barbering world. Having an AAS in Barbering would have affirmed my identity in the field and provided an education that reflected my skills, interests, and long-term career aspirations.

3. Paul Reichelderfer, a graduate of the Barber certificate.

An Associate of Applied Science (AAS) in Barbering would be beneficial as it would provide more than just the necessary preparation for students to pass the state board exam. An AAS program could include enhanced instruction in business, marketing, and real-world job success, in addition to technical skills. This would elevate the barbering program to the same level as the cosmetology program, which also offers an AAS degree. Overall, this approach would not only prepare students for licensing but also help them excel in their careers.

D. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Demonstrate proficiency in haircutting, styling, shaving, and grooming techniques in accordance with industry standards.
2. Apply sanitation, safety, and infection control procedures to maintain a clean and compliant work environment.
3. Perform hair, scalp, and skin analysis to recommend appropriate services and products for clients.
4. Demonstrate knowledge of state licensing requirements and successfully prepare for the barber licensure examination.
5. Exhibit effective communication and customer service skills to build and maintain a professional client base.
6. Utilize professional ethics, time management, and workplace readiness skills to function effectively in a barbershop or related setting
7. Apply basic business principles, including retailing, marketing, and financial management, to support career advancement or entrepreneurship.



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E. Similar Programs at Other Alabama Public Institutions

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
12.0412	Salon & Spa AAS-Barbering option	Northwest Shoals Community College	An AAS in Barbering at Drake State would allow Barber students to be fully prepared to enter the workforce as capable entry-level barbers with the potential to advance into management roles and put them on the track to advance their educational goals.

F. Relationship to Existing Programs within the Institution

Nearly all new programs have some relationship to existing offerings through shared courses, faculty, facilities, etc. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? **Yes** ☒ **No** ☐

If **yes**, please describe these relationships including whether or not the program will replace or compete with existing offerings: (**Note:** If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.)

The program will compete with existing offerings.

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
A.A.S.	Salon & Spa Management - Cosmetology	The Barber program will concentrate on essential courses for barbers, eliminating unnecessary cosmetology classes that do not pertain to barbering.

If **not**, please describe how the institution plans to support a program unrelated to existing offerings.

G. Collaboration

Have any collaborations **within your institution** (i.e., research centers, across academic divisions, etc.) been explored? **Yes** ☐ **No** ☒



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If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

Have collaborations with **other institutions or external entities** (i.e., local business, industries, etc.) been explored? **Yes** ☐ **No** ☒

If **yes**, provide a brief explanation of the proposed collaboration plan(s) for the program:

H. Programmatic Accreditation

Select the appropriate program accreditor from the drop-down menu below:

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):
Not required

I. Professional Licensure

Will the program be considered a Professional Licensure Program based on the following definition: **Yes** ☒ **No** ☐

Professional Licensure Program: As defined in federal regulations, an instructional program that is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation or is advertised as meeting such requirements.

If **yes**, please explain:

The completion of clock hours for the Barbering program is required for students to be eligible to take the Alabama State Board of Cosmetology & Barbering exam. The exam consists of a theoretical and a practical exam.

Select the appropriate licensure body from the table below:

Alabama State Board of Cosmetology & Barbering

Select the appropriate license from the table below:

Barbers

J. Professional Certification

Will students earn industry certifications while completing the degree or be prepared for industry certifications upon graduation? **Yes** ☒ **No** ☐



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If **yes**, please explain:

After the completion of graduation, students will receive a barbering certificate, which is necessary to take the Alabama Board of Cosmetology and Barber exam.

K. Admissions

Provide any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level. Include prerequisites, prior degrees earned, etc.

No additional admission requirements.



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L. Mode of Delivery

Provide the planned delivery format(s) of the program as defined in policy (i.e., in-person, online, hybrid). Please also note whether any program requirements can be completed through competency-based assessment.

Program delivery will be in-person, online, and hybrid.

The program cannot be completed through competency-based assessment.

Can students complete the entire degree program through distance education (100% online) based on the following definition? **Yes** ☐ **No** ☒

Distance Education: An academic program for which required instructional activities can be completed entirely through distance education modalities. A distance education program may have in-person requirements that are non-instructional (e.g., orientation, practicum).

M. Instructional Site(s)

Provide the planned location(s) where the program will be delivered (i.e., main campus, satellite campus, off-campus site.) If the program will be offered at an off-campus site, provide the existing site name or submit an **Off-Campus Site Request** if new.

Will more than 50% of this program be offered at an off-campus site(s) **Yes** ☐ **No** ☒

If **yes**, which sites?

N. Industry Need

Using the federal **Standard Occupational Code (SOC) System**, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOC codes can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

SOC 1 (**required**): Barber, Barber Shop Operator, Barber Stylist, Stylist (39-5011.00)

SOC 2 (optional):

SOC 3 (optional):

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama's Statewide or Regional Lists of In-Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).



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O. Additional Education/Training

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the SOC occupations selected above.

No additional training.

P. Student Demand

Please explain how you projected the student enrollment numbers in the **Business Plan, Lines 24-27** and provide evidence to substantiate student demand (i.e., surveys, enrollments in related courses, etc.).

Student demand was based on current enrollment in the barbering certificate program, which has an average of 14 students over the last two academic years. The enrollment has consistently been 25% full-time and 75% part-time during this period, which was used to determine the number of full-time versus part-time students for the proposed program.

Enrollment numbers for BAR (108-111-112-113) by semester

SU25:

BAR 108 = 5

BAR 111 = 7

BAR 112 = 2

BAR 113 = 3

FA25:

BAR 108 = 47

BAR 111 = 49

BAR 112 = 3

BAR 113 = 15

SP26:

BAR 108 = 12

BAR 111 = 11

BAR 112 = 24

BAR 113 = 26

Completions for Barbering:

Time Frame: (Summer25 - Spring 26)

Completers = 6



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II. Program Resources and Expenses

A. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	1	0	1
	Part-Time Faculty	2	0	2
	Administration			
	Support Staff			
**New To Be Hired	Full-Time Faculty	0		
	Part-Time Faculty	0		
	Administration			
	Support Staff			
		Personnel Total		

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review:

The current faculty size is adequate to effectively teach the essential barbering courses required for the program. Each barber instructor is specifically trained and authorized to teach only the courses that are mandatory for completion of the Barber curriculum. There are a few cosmetology courses, which are integral to the program, that will be taught by cosmetology instructors, ensuring students receive specialized training in both fields. A new instructor has been hired to teach 50% cosmetology courses and 50% barbering courses. This instructor will now transition to teaching 100% of the barbering courses. Potentially, we may need to hire an additional adjunct for cosmetology courses.

Note: Include *any new funds* designated for compensation costs (faculty, administration, and/or support staff to be hired) in the **Business Plan, Line 7 - Personnel Salaries and Benefits**. Current personnel salary/benefits *should not be included* in the Business Plan.



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B. Proposed Faculty Roster*

Complete the following **Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

***Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Tralanda Tate- FT	SP 25 BAR 108-IP, - 3CR SP 25 BAR 111-IP, -3CR SP 25 BAR112--IP, -3CR SP 25 BAR113-IP, -CR SP 26 BAR 140- IP/141- COOP-2 CR	AL licensed Barber Instructor, MA	Industry business and barber salon owner
Regina Robinson-PT	FA 25/SP 26BAR 108-IP, -3CR FA 25/SP 26 BAR 111-IP, -3CR SP 26 BAR 112-IP,-3CR	AL-licensed Barber Instructor, BS	Industry business
Kenneth Orange-PT	SP 26 BAR 108-IP,-3CR SP 26 BAR111-IP, -3CR SP 26 BAR 113-IP3-CR	AL-licensed Barber instructor, BS	Industry business and barber salon owner
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment
Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site



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C. Equipment

Will any special equipment be needed specifically for this program? Yes ☐ No ☒

If **yes**, list the special equipment and include all special equipment costs in the **Business Plan, Line 8**:

D. Facilities

Will new facilities or renovations to existing infrastructure be required specifically for the program? Yes ☐ No ☒

If **yes**, describe the new facilities or renovations and include all *new* facilities and/or *renovation* costs in the **Business Plan, Line 9**:

E. Assistantships/Fellowships

Will the institution offer any assistantships specifically for this program? Yes ☐ No ☒

If **yes**, provide the number of assistantships to be offered and include all *new* costs for assistantships in the **Business Plan, Line 10**.

Explain the function of the Assistantships (i.e., teaching, research, etc.)?:

F. Library

Will any **additional** library resources be purchased to support the program? Yes ☐ No ☒

If **yes**, briefly describe new resources to be purchased and include the cost of new library resources in the **Business Plan, Line 11**:

G. Accreditation Expenses

If programmatic accreditation was indicated above, please include all accreditation costs in the **Business Plan, Line 12** and itemize and explain below:

\$0.00

H. Other Costs

Please include all other costs incurred with program implementation, such as marketing or recruitment, in the **Business Plan, Line 13** and explain below:

A small amount of funding has been added to cover the potential need for additional consumable supplies to support the program, such as shampoo, conditioner, styling capes, clippers, razor blades, neck strips, Barbicide, and cleaning supplies.



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III. Program Revenue and Funding

- A. Tuition Revenue:** Please describe how you calculated the tuition revenue that appears in the **Business Plan, Line 17**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?
Note: Tuition Revenue should be proportional to total enrollment.

Tuition revenue was calculated base on \$192 in tuition and fees per credit hour multiplied by the anticipated number of credit hours generated by students enrolled; 12 credit hours per full-time student and 6 credit hours per part-time student.

- B. External Funding:** Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? **Yes** ☒ **No** ☐

If **yes**, please include all external funding in the **Business Plan, Line 18** and explain specific sources and funding below:

Title III and Perkins funding.

- C. Reallocations:** For each year will tuition revenue and/or external funding cover projected expenses? **Yes** ☒ **No** ☐

If **not**, budget reallocation may be required. Please include all reallocations in the **Business Plan, Line 19** and describe below how your institution will cover any shortfalls in any given year.

1	ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
2	INSTITUTION:	Drake State Community and Technical College							
3	PROGRAM NAME:	Salon & Spa Management -Barbering AAS					CIP CODE:	12.0402	
4	SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
5	ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
6		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
7	PERSONNEL SALARIES & BENEFITS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8	EQUIPMENT	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9	FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10	ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11	LIBRARY	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	ACCREDITATION	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	OTHER COSTS	\$2,000	\$2,500	\$2,500	\$3,000	\$3,000	\$3,500	\$3,500	\$20,000
14	TOTAL EXPENSES	\$2,000	\$2,500	\$2,500	\$3,000	\$3,000	\$3,500	\$3,500	\$20,000
15	*NEW* REVENUES AVAILABLE FOR PROGRAM SUPPORT								
16		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
17	TUITION + FEES	\$16,128	\$27,648	\$36,864	\$46,080	\$57,600	\$69,120	\$80,640	\$334,080
18	EXTERNAL FUNDING	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	REALLOCATIONS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	TOTAL REVENUES	\$16,128	\$27,648	\$36,864	\$46,080	\$57,600	\$69,120	\$80,640	\$334,080
21	ENROLLMENT PROJECTIONS								
22									
23		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
24	FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	6	7	8	10	12	14	9.50
25	PART-TIME ENROLLMENT HEADCOUNT		12	18	24	30	36	42	27.00
26	TOTAL ENROLLMENT HEADCOUNT		18	25	32	40	48	56	36.50
27	NEW ENROLLMENT HEADCOUNT		8	12	16	20	24	28	18.00
28	Validation of Enrollment			YES	YES	YES	YES	YES	
29	DEGREE COMPLETION PROJECTIONS								
30	Note: Do not count Lead “0”s and Lead 0 years in computing the average annual degree completions.								
31		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
32	DEGREE COMPLETION PROJECTIONS	No data reporting	3	9	12	14	16	18	12.00

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

- | | |
|--------------------------|--------------------------|
| 1. Overview | ☐ |
| 2. Components | ☐ |
| 3. Options (as required) | ☐ |

1. Undergraduate Overview

**Enter the credit hour value for all applicable components (N/A if not applicable).
The credit hours MUST match the credit hours in the Curriculum Components table.**

Curriculum Overview of Proposed Program	
Credit hours required in General Education	22
Credit hours required in Program Courses & Required Electives	38
Credit hours in Program Options (concentrations/specializations/tracks)	
Credit hours in Free Electives	
Credit hours in required Capstone/Internship/Practicum	4
Total Credit Hours Required for Completion:	64

Maximum number of credits that can be transferred in from another institution and applied to the program:	48
Intended program duration in semesters for full-time students:	6
Intended program duration in semesters for part-time students:	12

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured work-based learning with an employer partner, or alignment with nationally recognized industry standards?:	YES	NO
	☐	☐

If **yes**, please explain (i.e., number of hours required, etc.): The students must complete the program in order to take the AL Board of Barbering exam. The required clock hours is 1000. The students will complete a written and practical exam.

	YES	NO
Does the program include any concentrations/ tracks/ options?	☐	☐

If **yes**, please explain (i.e., define): NA

2. Undegradate Components

Please provide all course information as indicated in the following table. Indicate new courses with "Y" in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a "Y" in the WBL column.

Insert Additional Rows as Needed				
Institution:	Drake State Community & Technical College			
Program Name:	Barbering AAS			
Program Level:	UNDERGRADUATE (ASSOCIATE)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		22		
Area I	Written Composition	3		
Area II	Humanities and Fine Arts	6		
Area III	Natural Science and Mathematics	10		
Area IV	History, Social, and Behavioral Sciences	3		
Program Courses and Required Electives		38		
BAR108	Introduction to Barbering	3		
BAR111	Introduction to Barbering Lab	3		
BAR112	Science of Barbering	3		
BAR113	Barbering Fundamentals Lab	3		
ORI101	Orientation to the College	1		
COS113	Theory of Chemical Services	3		
COS114	Chemical Service Lab	3		
BAR 122	Hair Color Chemistry	3	Y	
BAR 183	Special Topics in Barbering	3	Y	
SAL133	Salon Management Technology	3		
BAR 109	Bacteriology & Sanitation	3	Y	
ACT 201	Entrepreneurship	3		
BAR 143	State Board Review	3	Y	
BSS220	Professional Transition	1		
Free Electives				
Capstone/Internship/Practicum		4		
BAR140	Practicum I	2		Y
BAR141	Practicum II	2		Y
Total Credit Hours Required for Completion:		64		