



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: Northeast Alabama Community College
Contact: Barbara Kilgore
Title: Dean of Workforce Development and Skills Training
Email: kilgoreb@nacc.edu
Telephone: 256.717.4485

Program Information

Date of Proposal Submission: 1/23/2026
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: Barbara Kilgore
Name of College/School: Northeast Alabama Community College
Name of Chairperson: Kristin Lacey
Name of Department/Division: Workforce Development and Skills Training

Implementation Information

Proposed Program Implementation Date: 1/1/2027
Anticipated Date of Approval from Institutional Governing Board: 5/12/2026
Anticipated Date of ACHE Meeting to Vote on Proposal: 6/12/2026
SACSCOC Sub Change Requirement (Notification, Approval, or NA): Approval
Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review):



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

I. Program Description

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

Northeast Alabama Community College (NACC) proposes the addition of a Barbering (BAR) Program with an intended implementation date of August 2026. Designed for working adults and non-traditional learners, this program would offer hands-on training in haircutting, shaving, chemical texture services, sanitation, safety, and client communication, all delivered in a modern lab environment that mirrors professional barbershops. Evening scheduling will allow students to balance work, family, and education while developing the technical mastery and professional confidence needed to succeed in a high-demand field. Through expert instruction and practical experience with real clients, graduates will be fully prepared to sit for the Alabama Board of Barbering and Cosmetology licensure examination and begin their careers as skilled barbers.

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. Established Instructional Capacity and Facilities

NACC enters the barbering field with a significant advantage: the college already has qualified instructional staff and a fully equipped facility designed to support hands-on cosmetology and grooming programs. This allows the Evening Barbering Program to launch with high instructional quality, established safety and sanitation infrastructure, and minimal start-up costs.

2. Flexible Scheduling for Working Adults

Offering the program in the evening directly meets the needs of nontraditional learners, career changers, and working adults who cannot attend daytime classes. This flexibility expands access to high-demand workforce training in the region and supports NACC's mission to provide opportunity and upward mobility for rural students.

3. Direct Alignment With Regional Workforce Needs

Barbering remains a high-demand, community-based profession across Jackson and DeKalb counties, with strong opportunities for self-employment and small-business ownership. The program equips students with immediately employable skills, supports local barbershops seeking trained professionals, and contributes to economic development by preparing graduates for licensure and rapid entry into the workforce.

C. External Support (Recommended)



Alabama Commission on Higher Education

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New Program Proposal

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. E.J. Bickerstaff - Business Owner (Barber and Spa)
2. Jonathon Phillips - DeKalb County Technology Center
3. Kevin Dukes Career and Innovation Academy

D. Student Learning Outcomes

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

1. **Apply** core concepts of barbering theory—including hair structure, sanitation and infection control, Alabama state laws and regulations, and professional ethics, by accurately completing written assessments and scenario-based evaluations.
2. **Apply** safe and effective sanitation and infection control practices by maintaining a clean work environment, properly disinfecting tools and equipment, and adhering to state board-mandated health standards during all client services.
3. **Perform** precision haircutting and styling techniques on a variety of hair textures and styles, including length and shape modifications, using industry-standard tools with control and consistency.
4. **Execute** professional shaving and facial grooming services, including traditional razor work and beard/design shaping, while ensuring client comfort, safety, and adherence to best practices.
5. **Implement** chemical services competently, such as relaxers or texture treatments, by selecting appropriate products, following manufacturer instructions, and evaluating results to meet desired client outcomes.
6. **Exhibit** professional client communication and consultation skills, including conducting thorough client interviews, recommending suitable services, and managing client expectations with respect and clarity.
7. **Demonstrate** readiness for Alabama barber licensure examinations by synthesizing practical skills and theoretical knowledge to confidently complete state-exam-style written and hands-on performance tasks.

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.



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New Program Proposal

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
12.0402	Barbering	Drake State Community College	All programs are at least one hour away from our campus. The distance poses a challenge for NACC students, with increased travel expenses and scheduling difficulties.

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.)

This program will provide an evening pathway for students who wish to focus exclusively on the hair-care components of Salon and Spa Management. It will operate within the same instructional facilities as NACC's existing Salon and Spa Management Program but will not replace or duplicate any current offerings. The daytime Salon and Spa Management program will continue unchanged. Instead, the Evening Barbering Program expands access by serving nontraditional students, working adults, and traditional students who prefer to specialize solely in hair services, thereby complementing rather than competing with existing programs.

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**

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

The College's current Salon and Spa Management program will collaborate with the proposed Barbering program to offer students quality instruction and work experience.

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

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

H. Programmatic Accreditation



Alabama Commission on Higher Education

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New Program Proposal

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

None

Provide a detailed timeline for gaining accreditation (i.e., when will full candidacy be reached?):

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: Students will be prepared to sit for the Alabama State Board of Cosmetology & Barbering Licensure examination.

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

If **yes**, please explain:

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.

There are no additional requirements.

L. Mode of Delivery



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New Program Proposal

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.

In-person, Hybrid-online, Hybrid-classroom

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?

All the Barbering classes will take place at the NACC Salon and Spa Institute at the NACC Liberty Plaza off-campus instructional site.

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's can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

SOC 1 (required): 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).



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

The College's current Salon and Spa Management program gives students the opportunity to prepare for a multi-faceted career in cosmetology, esthetics, and/or massage therapy. In a dedicated Barbering program, students will be able to focus solely on hair cutting, styling, grooming, and coloring. The proposed program will complement the College's current program by appealing to students who do not want to learn about the wide range of cosmetology, esthetics, or massage therapy techniques. The College also plans to offer the program during the evening hours, which will appeal to non-traditional students or students who need flexible scheduling.

The College's current program has awarded 66 AAS degrees, 71 certificates, and 45 short certificates over the last four years. Based on Lightcast data, there are 75 current job postings in the area, including Jackson, DeKalb, and Marshall counties, with a 12.6% growth projection over the next year. Overall, employment of barbers, hairstylists, and cosmetologists is projected to grow nationally at 5% from 2024 to 2034, faster than the average of all occupations (US Bureau of Labor and Statistics). Many of these students will make a significant contribution to the surrounding community's economic development through entrepreneurship as they start small businesses.

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 education is required for this pathway.

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.).

In the Business Plan, Lines 24-27, the projected student enrollment numbers were calculated using an estimated student headcount based on current enrollment in the Salon and Spa Management program. Currently, there are 446 individual enrollments, and the program's unduplicated headcount is 80 students. Current credit-hour production is 1,332. Due to space and equipment limitations, the courses are at maximum capacity during the daytime hours.

By offering a Barbering program scheduled during the evening hours, the College will be able to attract a different population of potential students, including non-traditional students who work during the day.



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

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	3		3
	Part-Time Faculty	2		2
	Administration	1		1
	Support Staff	2		1
**New To Be Hired	Full-Time Faculty			
	Part-Time Faculty	1		1
	Administration			
	Support Staff			
Personnel Total				8

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 College employs three full-time faculty who have barbering licenses. At least three adjunct instructors are available and credentialed to teach barbering classes as needed.

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.

B. Proposed Faculty Roster*



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

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)
Kristin Lacey (FT)	Fall 2027 SAL 133 Salon Mgt., 3 hrs, UN	Bachelor of Education in Technical Education, Athens State University, 2021 Associate in Applied Science in Salon and Spa Management, Gadsden State Community College, 2018	Adjunct Cosmetology Instructor at Gadsden State Community College Cosmetology/Barber Instructor at Kevin Dukes Innovation and Career Academy Professional Licensure: State of Alabama Board of Cosmetology and Barbering, Cosmetologist Instructor Certificate, Cosmetologist License Work experience: Cosmetologist, shampoo assistant, Owner/Managing Cosmetologist
Kristi Clifton (FT)	Spring 2027 SAL 201 Entrepreneurship, 3 hrs, UN	Master of Science in Management, Faulkner University, 2022 Bachelor of Science in Education, Athens State University, 2015	Facilitating Career Development Training Certificate, 2023 Quality Matters Certificate, 2022 Professional Licensure: State of Alabama Board of Cosmetology and Barbering, Cosmetologist Instructor Certificate, Cosmetologist License Cosmetology instructor/director at Gadsden State Community College Cosmetology Instructor at Marshall Technical School Cosmetology Instructor at Scottsboro City Schools
Taytum McGill (FT)	Fall 2026 BAR 110 Orientation to Barbering, 3 hrs, UN BAR 111 Intro to Barbering Lab, 3 hrs, UN BAR 121 Chemical Hair Process, 3 hrs Spring 2027 BAR 183 Special Topic Barbering, 2 hrs, UN BAR 124 Haircolor Methodology, 3 hrs, UN BAR 140 Practicum I, 2 hrs, UN Summer 2027 BAR 143 State Board Review, 3 hrs, UN Fall 2027 BAR 141 Practicum II, 3 hrs, UN	Associate in Applied Science in Cosmetology, Northeast Alabama Community College, 2020 (Taytum McGill, continued from above)	State of Alabama Board of Cosmetology and Barbering, Cosmetologist Instructor Certificate, Cosmetology License State of Alabama Board of Cosmetology and Barbering, Barber Instructor Certificate, Barber License Work experience: 2 years as a cosmetologist in a salon (Taytum McGill continued from above)
Additional Faculty (To Be Hired)			
1	2	3	4



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program 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)
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)
To be hired (PT)	<p>Fall 2026 BAR 120 Properties of Chemistry, 3 hrs, UN</p> <p>Spring 2027 BAR 122 Haircolor Chemistry, 3 hrs, UN</p> <p>Summer 2027 BAR 187 Special Topics Barber, 3 hrs, UN</p> <p>Fall 2027 BAR 109 Bacteriology/Sanitation, 3 hrs, UN</p>	Requirements: Bachelor's degree in the teaching discipline, or Associate's degree and demonstrated competencies in the teaching discipline	Requirements: Bachelor's degree in the teaching discipline, or Associate's degree and demonstrated competencies in the teaching discipline

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

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**:

- Student desks and chairs (20 units) – \$150 each → \$3,000
- Instructor desk and chair – \$500
- Whiteboard (6' x 4') – \$250
- Smart TV or projector with screen – \$1,200
- Storage cabinets for supplies – \$800
- Bookshelves for reference materials – \$400
- Barber chairs (10 units) – \$1,200 each → \$12,000
- Styling stations with mirrors (10 units) – \$500 each → \$5,000
- Shampoo units (2 units) – \$1,500 each → \$3,000
- Towel warmers (2 units) – \$150 each → \$300
- Sterilizers (UV or autoclave, 2 units) – \$250 each → \$500



Alabama Commission on Higher Education

Accessibility. Affordability. Coordination.

New Program Proposal

- Hair dryers (wall-mounted, 2 units) – \$400 each →
- \$800 Clippers (professional grade, 10 units) – \$150 each → \$1,500
- Trimmers (10 units) – \$100 each → \$1,000
- Straight razors (10 units) – \$50 each → \$500
- Shears (10 units) – \$75 each → \$750
- Combs & brushes (bulk) – \$300
- Neck strips & capes (bulk) – \$400

Total Expenses: \$36,020

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:

H. Other Costs



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New Program Proposal

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

We may need to bring in an adjunct to cover the new student loads if the program grows quickly. We should be able to cover any marketing expenses for this program under the current Salon and Spa budget.

Classroom Setup			
Equipment	Cost Per Unit	Units	Total
Shaving cream, aftershave, hair products	\$500	1	\$500
Towels	NA	BULK	\$300
Sanitizing Solution	\$200	1	\$200
Clipper disinfectants & cleaning solution	\$250	1	\$250

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.

The tuition rate was calculated based on the current credit-hour rate plus fees for a full-time (12 credit hours) and a part-time (6 credit hours) student load for 3 semesters. It was based on resident rate; no non-resident tuition rates were included.

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:

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.

We will reallocate funds from the Salon and Spa program to cover any overages in the first 3 years while the program is growing in capacity.

ACADEMIC DEGREE PROGRAM BUSINESS PLAN								
INSTITUTION:	Northeast Alabama Community College							
PROGRAM NAME:	Barbering	CIP CODE:	12.0402					
SELECT LEVEL:	UNDERGRADUATE (ASSOCIATE)							
ESTIMATED *NEW* EXPENSES TO IMPLEMENT PROPOSED PROGRAM								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
PERSONNEL SALARIES & BENEFITS	\$22,320	\$22,320	\$26,505	\$26,505	\$26,505	\$26,505	\$26,505	\$177,165
EQUIPMENT	\$36,020							\$36,020
FACILITIES								\$0
ASSISTANTSHIPS/FELLOWSHIPS								\$0
LIBRARY								\$0
ACCREDITATION								\$0
OTHER COSTS	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$8,750
TOTAL EXPENSES	\$58,340	\$22,320	\$26,505	\$26,505	\$26,505	\$26,505	\$26,505	\$221,935
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
TUITION + FEES	\$24,024	\$24,024	\$29,484	\$31,668	\$32,760	\$34,944	\$38,220	\$215,124
EXTERNAL FUNDING								\$0
REALLOCATIONS	\$3,000	\$3,000	\$3,000					\$9,000
TOTAL REVENUES	\$27,024	\$27,024	\$32,484	\$31,668	\$32,760	\$34,944	\$38,220	\$224,124
ENROLLMENT PROJECTIONS								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	8	9	10	10	11	12	10.00
PART-TIME ENROLLMENT HEADCOUNT		6	9	9	10	10	11	9.17
TOTAL ENROLLMENT HEADCOUNT		14	18	19	20	21	23	19.17
NEW ENROLLMENT HEADCOUNT		5	9	9	10	10	12	9.17
Validation of Enrollment			YES	YES	YES	YES	YES	
DEGREE COMPLETION PROJECTIONS								
<i>Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	No data reporting	5	8	9	9	10	10	8.50

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

- | | |
|--------------------------|-------------------------------------|
| 1. Overview | <input checked="" type="checkbox"/> |
| 2. Components | <input checked="" type="checkbox"/> |
| 3. Options (as required) | <input type="checkbox"/> |

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)	0
Credit hours in Free Electives	0
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:	33
Intended program duration in semesters for full-time students:	4
Intended program duration in semesters for part-time students:	6

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
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If **yes**, please explain (i.e., number of hours required, etc.): students must apply with the Alabama Board of Cosmetology and Barbering(ABOCB) and pass both the written and the practical exam.

	YES	NO
Does the program include any concentrations/ tracks/ options?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes , please explain (i.e., define):		

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:	Northeast Alabama Community College			
Program Name:	Barbering			
Program Level:	UNDERGRADUATE (ASSOCIATE)			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		22		
ENG 101	English Comp I	3	N	N
MTH Elective	BUS 271, MTH 100, MTH 103, MTH 110, MTH 112, MTH 113, MTH 116, MTH 120, MTH 125, MTH 126, MTH 227, MTH 231, MTH 237, MTH 238, or MTH 265	3	N	N
SPH 107	FUND OF PUBLIC SPEAKING	3	N	N
Fine Arts Elective	ART 100, 203, 204; MUS 101; PHL 206; REL 100, 151, 152; SPH 201, 202; THR 120 OR 126	3	N	N
History, Social or Behavioral Sciences Elective	GEO 100; HIS 101,102,201,202; POL 211 PSY 200, 210; SOC 200, OR 210	3	N	N
Science Elective	AST 220, BIO 103, 104, CHM 104, 105, 111, 112, PHS 111, 112, PHY 120, 202, 213, 214,	4	N	N
CIS 146	Computer Applications	3	N	N
Program Courses and Required Electives		38		
SAL 133	Salon Management Technology	3	N	N
SAL 201	Entrepreneurship for Salon/Spa	3	N	N
WKO 106	Workplace Skills	3	N	N
BAR 110	Orientation to Barbering	3	Y	N
BAR 120	Properties of Chemistry	3	Y	N
BAR 122	Haircolor Chemistry	3	Y	N
BAR 111	Intro to Barbering Lab	3	Y	N
BAR183	Special Topics in Barbering	3	Y	N
BAR 121	Chemical Hair Process	2	Y	N
BAR 124	Haircolor Methodology	3	Y	N
BAR 143	State Board Review	3	Y	N
BAR 109	Bacteriology/Sanitation	3	Y	N
BAR 187	Special Topics Barber	3	Y	N
Program Options (enter total credit hours from all options below)				
Free Electives				
Capstone/Internship/Practicum		4		
BAR 140	Practicum 1	2	Y	Y
BAR 141	Practicum II	2	Y	Y
Total Credit Hours Required for Completion:		64		

Undergraduate Curriculum Plan

Undergraduate Curriculum Checklist:

- | | |
|--------------------------|-------------------------------------|
| 1. Overview | <input checked="" type="checkbox"/> |
| 2. Components | <input checked="" type="checkbox"/> |
| 3. Options (as required) | <input type="checkbox"/> |

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	6
Credit hours required in Program Courses & Required Electives	38
Credit hours in Program Options (concentrations/specializations/tracks)	0
Credit hours in Free Electives	0
Credit hours in required Capstone/Internship/Practicum	4
Total Credit Hours Required for Completion:	48

Maximum number of credits that can be transferred in from another institution and applied to the program:	33
Intended program duration in semesters for full-time students:	4
Intended program duration in semesters for part-time students:	6

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
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If **yes**, please explain (i.e., number of hours required, etc.): students must apply with the Alabama Board of Cosmetology and Barbering (ABOCB) and pass both the written and the practical exam.

	YES	NO
Does the program include any concentrations/ tracks/ options?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
If yes , please explain (i.e., define):		

2. Undergraduate 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:	Northeast Alabama Community College			
Program Name:	Barbering			
Program Level:	UNDERGRADUATE (LONG CERTIFICATE (CER))			
Curriculum Components of Proposed Program				
Course Number	Course Name	Credit Hours	New? (Y)	WBL? (Y)
General Education Courses		6		
ENG 101	English Comp I	3	N	N
MTH Elective	BUS 271, MTH 100, MTH 103, MTH 110, MTH 112, MTH 113, MTH 116, MTH 120, MTH 125, MTH 126, MTH 227, MTH 231, MTH 237, MTH 238, or MTH 265	3	N	N
Program Courses and Required Electives		38		
SAL 133	Salon Management Technology	3	N	N
SAL 201	Entrepreneurship for Salon/Spa	3	N	N
WKO 106	Workplace Skills	3	N	N
BAR 110	Orientation to Barbering	3	Y	N
BAR 120	Properties of Chemistry	3	Y	N
BAR 122	Haircolor Chemistry	3	Y	N
BAR 111	Intro to Barbering Lab	3	Y	N
BAR183	Special Topics in Barbering	3	Y	N
BAR 121	Chemical Hair Process	2	Y	N
BAR 124	Haircolor Methodology	3	Y	N
BAR 143	State Board Review	3	Y	N
BAR 109	Bacteriology/Sanitation	3	Y	N
BAR 187	Special Topics Barber	3	Y	N
Program Options (enter total credit hours from all options below)				
Free Electives				
Capstone/Internship/Practicum		4		
BAR 140	Practicum 1	2	Y	Y
BAR 141	Practicum II	2	Y	Y
Total Credit Hours Required for Completion:		48		

Taytum McGill

Cosmetology Instructor

Kevin Dukes Career and Innovation Academy

12/12/2025

To Whom It May Concern,

I am writing to express my full support for establishing a Barbering Program at Northeast Alabama Community College (NACC). During my time working with students, I have seen a growing number who show strong interest and natural talent specifically in the barbering side of the industry. Their passions often lie more in clipper work, fades, grooming, and men's cutting techniques rather than the full cosmetology realm, and a dedicated Barbering Program would give them the opportunity to pursue the direction that truly fits them.

A program like this would be incredibly beneficial for students who are motivated to enter a hands-on, skill-based career. Barbering provides a respected trade with clear licensure, steady demand, and the potential for long-term financial stability. Having a local program at NACC would allow students to build on their existing interests while training close to home in an environment that supports their goals.

The community would also benefit greatly. Barbershops are essential businesses that bring people together and meet every day needs. There is a consistent demand for trained barbers in our area, and preparing students locally means they can stay in the community, support small businesses, and contribute to the growth of the local workforce.

I truly believe that a Barbering Program at NACC would open important doors for students whose strengths and passions align with this field. It would provide them with a meaningful path forward while also serving the needs of the community.

For these reasons, I strongly support the creation of a Barbering Program at NACC and believe it would be a valuable addition for both students and our local area.

Sincerely,

Taytum McGill

Taytum McGill

KDCIA Cosmetology Instructor

12/12/2025

Drew McNutt

KDCIA Principal/ CTE Director

12/12/2025



Dear NACC,

I am writing to express my enthusiastic support for NACC, The Salon Institute application to establish a barbering program. As the owner of The Next Level Barber & Style, I have witnessed firsthand the growing demand for skilled professionals in the beauty and grooming industry. I firmly believe that this program will provide invaluable opportunities for students and significantly benefit our community.

The introduction of a barbering program at NACC will equip students with essential skills and knowledge, preparing them for successful careers in the beauty industry. This program will not only foster creativity and technical proficiency but also instill a strong work ethic and professional demeanor in its participants. By offering hands-on training and real-world experience, the program will bridge the gap between education and employment, ensuring that graduates are well-prepared to meet industry standards.

Moreover, the barbering program will serve as a catalyst for economic growth in our community. By producing a steady stream of qualified professionals, the program will support local businesses like mine and contribute to the overall prosperity of our area. The availability of skilled barbers will attract new businesses and encourage existing ones to expand, creating a positive ripple effect throughout the local economy.

I am confident that NACC has the dedication and resources necessary to successfully implement and sustain this program. The school's commitment to excellence in education and its proactive approach to addressing the needs of its students make it an ideal location for the program. I wholeheartedly endorse their application and urge you to consider the far-reaching benefits that this program will bring to our community. Thank you for your time and consideration.

Best Regards,

E. J. Bickerstaff
Owner
The Next Level Barber & Style
523 Gault Avenue North
Fort Payne, AL 35967



DeKalb County Technology Center

Jonathan Phillips
Director

Joey Haymon
Assistant Director

I would like to offer my support for a post-secondary Barbering program at Northeast Alabama Community College (NACC) in Rainsville. It is crucial for several reasons, primarily driven by economic demand and workforce accessibility:

Addressing Local Workforce Demand and Entrepreneurship

Resilient Industry: The personal grooming sector is a stable, non-exportable service industry. The demand for qualified barbers, particularly those trained in modern and classic male grooming techniques, is consistent across DeKalb County and Northeast Alabama. **Small Business Incubator:** Barbering is a prime career for entrepreneurship. The NACC program will empower graduates to launch and manage their own local shops, revitalizing downtown areas and increasing the local tax base. **Filling the Skills Gap:** While cosmetology covers some hair services, a dedicated barbering curriculum focuses intensively on distinct techniques (straight-razor shaving, advanced fading, beard design) required by the modern market, filling a specific skills gap.

Enhancing Accessibility and Affordability

Affordable Pathway: Offering the program through a community college provides an affordable, high-quality, and accredited pathway to licensure compared to private specialty schools. This accessibility is vital for adult learners, those seeking career change, and students from lower-income backgrounds. **Talent Retention:** By providing a local and accessible option for training and licensure, NACC helps retain skilled residents in the region who would otherwise leave to attend schools in larger metropolitan areas.

Strengthening the Educational Pipeline (DCTC Partnership)

The program creates a crucial articulation point with the high school-level Career Technical Education (CTE) programs in the area, particularly the DeKalb County Technology Center (DCTC): **Seamless Transition:** It establishes a clear 2+2 pathway where students who gain foundational knowledge at DCTC can transition smoothly to NACC for the specialized, state-required hours needed for full licensure. **Efficient Resource Use:** The partnership allows NACC and DCTC to coordinate training and potentially share specialized equipment, maximizing the return on public education investment in the region.

A handwritten signature in blue ink, reading 'Jonathan C. Phillips', is written over a light blue circular stamp. The signature is fluid and cursive.

Jonathan C. Phillips, Director, DeKalb County Career Technical Education
2023 State of Alabama CTE Administrator of the Year