



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: Wallace Community College - Selma

Contact: Calvin Griffin

Title: Assistant Dean of Instruction

Email: calvin.griffin@wccs.edu

Telephone: 334 876-9412

Program Information

Date of Proposal Submission: 8/14/2026

Award Level: UG Certificate 30-60 CHrs (CER)

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

Field of Study/Program Title: Barbering

CIP Code (6-digit): 12.0402

Administration of the Program

Name of Dean: Tammie Briggs

Name of College/School: Wallace Community College Selma

Name of Chairperson: Matilda Williams

Name of Department/Division: Cosmetology/Technical

Implementation Information

Proposed Program Implementation Date: 9/13/2027

Anticipated Date of Approval from Institutional Governing Board: 12/9/2026

Anticipated Date of ACHE Meeting to Vote on Proposal: 12/11/2026

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

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

08/14/2027



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I. Program Description

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

The certificate (CER) in Barbering is designed to meet the growing workforce demand for skilled and licensed barbers by providing students with the technical knowledge and hands-on training necessary for successful careers in the barbering industry. The program prepares students to perform professional barbering services, including haircutting, facial shaving, beard and mustache shaping, hair styling, chemical services, scalp and facial treatments, and hairpiece fitting, while emphasizing infection control, health and safety, customer service, and barber shop business management. Students also develop professional communication, ethics, and entrepreneurial skills through supervised clinical experiences. Upon successful completion of the program, graduates will be eligible to take the Alabama barber licensure examination and will be prepared for employment as licensed barbers, barber shop managers, or business owners, helping to meet the increasing demand for qualified barbering professionals throughout Alabama.

B. Specific Rationale (Strengths) for the Program

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

1. The program prepares graduates for careers in an industry with consistent demand for licensed barbers, driven by population growth, ongoing grooming needs.
2. The curriculum is designed to meet Alabama's educational requirements for barber licensure, providing students with the knowledge and practical skills needed to successfully complete the state licensing examination.
3. Students gain extensive practical experience in a supervised barber clinic, allowing them to develop technical proficiency, professionalism, customer service skills, and confidence while working with real clients.
4. The program includes instruction in barber shop operations, business management, marketing, and customer relations, preparing graduates to manage or own their own barber shops.

C. External Support (Recommended)



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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. Pratt City Barbershop
2. Prissy's Hair Fashion
3. Motown Beauty

D. Student Learning Outcomes

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

1. BAR 108 – Introduction to Barbering

Student Learning Outcome:

Upon successful completion of this course, students will demonstrate knowledge of professional barbering principles by explaining barbering history, safety and infection control practices, professional ethics, hair and scalp care, haircutting fundamentals, and razor shaving techniques in accordance with Alabama Board of Cosmetology and Barbering standards.

2. BAR 109 – Bacteriology and Sanitation

Student Learning Outcome:

Upon successful completion of this course, students will demonstrate knowledge of bacteriology, infection control, sanitation procedures, razor shaving principles, and hair and scalp treatments by applying safe work practices, identifying microorganisms, implementing proper sanitation and disinfection procedures, and following Alabama Board of Cosmetology and Barbering regulations.

3. BAR 111 – Introduction to Barbering Lab

Student Learning Outcome:

Upon successful completion of this course, students will demonstrate foundational barbering skills by safely performing infection control procedures, hair and scalp treatments, haircutting techniques, and razor shaving while maintaining professional standards and proper use of barbering implements.

4. BAR 112 – Science of Barbering

Student Learning Outcome:

Upon successful completion of this course, students will apply the scientific principles of barbering by analyzing human anatomy and physiology, identifying disorders of the skin, scalp, and hair, explaining facial massage theory, and conducting professional client consultations in accordance with industry standards.

5. BAR 113 – Fundamentals of Barbering Applications



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Student Learning Outcome: Upon successful completion of this course, students will demonstrate proficiency in fundamental barbering services by performing facial massage, hair and scalp treatments, haircutting, and razor shaving while applying safety, sanitation, client consultation, and professional barbering practices with limited supervision.

6. BAR 140 – Practicum I

Student Learning Outcome:

Upon successful completion of this course, students will demonstrate competency in performing barbering services by integrating classroom knowledge and technical skills in a professional salon or school laboratory setting while providing quality client services, practicing safety and sanitation procedures, and working with minimal supervision.



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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
12.0402	Barbering	Lawson State Community College	There is no barbering program within a 50-mile radius.

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.)

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

The college currently offers Cosmetology. The Barbering program is a distinct discipline with separate curriculum requirements, technical competencies, licensing standards, and career pathways. The institution is fully prepared to support the new program through existing administrative services, admissions, registration, financial aid, student support services, academic advising, and career services.

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:

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



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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 proposed Barbering program is a professional licensure program designed to meet the educational requirements established by the Alabama Board of Cosmetology and Barbering for barber licensure. Upon successful completion of the program and satisfaction of all state licensing requirements, graduates will be eligible to obtain licensure as professional barbers in the State of Alabama.

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:



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After completion of graduation, students will receive a professional barber licensure from the Alabama Board of Cosmetology and Barbering.

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 are needed.



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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. The program cannot be completed through a 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): (39-5011) Barber, Barber Shop Operator, Barber Stylist

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.).

Labor market data support the need for an Certificate in Barbering within a 50-mile radius of Selma, Alabama, which includes Dallas, Perry, Marengo, Wilcox, Hale, Lowndes, and portions of surrounding counties, serving an estimated population of approximately 200,000 residents. The region is served primarily by independently owned barber shops, salons, and small businesses that continue to experience demand for licensed barbers. According to the Alabama Department of Labor, Alabama currently employs approximately 670 barbers and projects approximately 80 annual job openings through 2032 due to both employment growth and the replacement of retiring workers. Employment opportunities are available in traditional barber shops, men's grooming salons, hospitality businesses, correctional facilities, and through self-employment or business ownership. The continued demand for skilled barbers, combined with the limited availability of public barbering programs in the region, demonstrates a clear workforce need and supports the establishment of the proposed Certificate in Barbering at Wallace Community College Selma.

In addition to the documented labor-market demand, enrollment trends in Wallace Community College Selma's Cosmetology program demonstrate sustained student interest in personal-career and cosmetology-related education. Cosmetology enrollment totaled 18 students in Fall 2023, 17 students in Spring 2024, 18 students in Fall 2024, and 12 students in Spring 2025. Although enrollment fluctuates by semester, the program maintained an average enrollment of approximately 16 students per term across these four reporting periods, demonstrating continued interest in programs leading to careers in the barbering, cosmetology, and personal-services industries.



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

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 institution will propose enough qualified full-time and part-time faculty to ensure the quality, integrity, and continuous improvement of the Barbering program. Initially, the program will be supported by one full-time barbering instructor who meets the credentialing and licensure requirements established by the Alabama Board of Cosmetology and Barbering. As enrollment increases, additional part-time faculty with appropriate industry experience and professional licensure will be employed to maintain appropriate student-to-instructor ratios and support laboratory instruction.



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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)
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)
FT	BAR 108-Introduction to Barbering Theory-3 BAR 109-Bacteriology & Sanitation BAR 111-Introduction to Barbering BAR 112- Science of Barbering BAR 113- Barbering Fundamentals BAR115-Cutting and Styling Techniques BAR 122-Hair Color Chemistry BAR 130-Marketing and Business Management BAR 133- Styling and Management BAR 140- Practicum 1 BAR 141- Practicum 2 BAR 143- State Board Review	AL- Licensed Barber Instructor License	

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**:

Please see the attachment for the equipment.

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:

No cost

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:

Funding was added to the other category to cover the annual cost of consumables and supplies needed to support the Barbering Program. These items are essential for providing hands-on instruction and maintaining program operations and include styling capes, razors, clippers, shaving cream, cleaning supplies, Barbicide, alcohol, and other barbering-related consumable

WCCS Barbering Program Estimated Unit Cost Equipment List

The prices below represent the estimated cost for one (1) item each and are intended for planning and budgeting purposes.

Qty	Equipment	Unit Price	Net Price
1	Instructor Demonstration Station	\$1,900.00	\$1,900.00
8	Barber Chair	\$800.00	\$6,400.00
8	Student Barber Station	\$500.00	\$4,000.00
4	Shampoo Bowl	\$270.00	\$1,080.00
2	Shampoo Chair	\$130.00	\$260.00
2	Hooded Dryer	\$450.00	\$900.00
2	Hot Towel Cabinet Extra Large Capacity	\$200.00	\$400.00
2	Facial Steamer	\$80.00	\$160.00
8	Lather Machine	\$235.00	\$1,880.00
10	Barbicide Jar	\$20.00	\$200.00
10	Male Training Manikin	\$120.00	\$1,200.00
10	Anti-Fatigue Mat	\$75.00	\$750.00
1	Eye Wash Station	\$500.00	\$500.00
1	First Aid Kit	\$150.00	\$150.00
1	Hand Sanitizer Station	\$125.00	\$125.00
1	Cutting Cape	\$25.00	\$25.00
1	Utility Cart	\$100.00	\$100.00
8	UV Sanitizer Cabinet	\$110.00	\$880.00
1	Commercial Washer	\$1,170.00	\$1,170.00
1	Commercial Dryer	\$2,115.00	\$2,115.00
1	Storage Cabinet	\$145.00	\$145.00
1	Barber Pole (LED Rotating)	\$110.00	\$110.00
	Estimated Setup, Freight, Delivery & Shipping	\$2,500.00	\$2,500.00
	Total		\$26,950.00



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materials. The budget provides funding over a seven-year period, with an estimated annual allocation of \$3,000 in Year 1, \$3,000 in Year 2, \$2,500 in Year 3, \$2,500 in Year 4, \$1,000 in Year 5, \$1,000 in Year 6, and \$1,000 in Year 7, for a total projected investment of \$14,000 over seven years. This declining allocation reflects the anticipated reduction in initial start-up and replacement costs as the program becomes established while ensuring adequate funding remains available for recurring consumables and supplies.

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.

All tuition revenue projections were based solely on Alabama resident tuition rates. Non-resident tuition rates were not included in the calculation because the projected enrollment is expected to primarily consist of Alabama residents within the college's service area.

The projected tuition revenue was aligned proportionally with the anticipated enrollment figures included in the Business Plan to ensure consistency and accuracy throughout the financial projections.

Tuition revenue was calculated based on \$184 in tuition and fees per credit hour multiplied by the anticipated number of credit hours generated by students enrolled; 15 credit hours per full-time student and 9 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:

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.

ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY								
INSTITUTION:	Wallace Community College Selma							
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
FACULTY	\$42,108	\$43,741	\$45,372	\$47,007	\$48,639	\$50,270	\$51,905	\$329,042
ADMINISTRATION/STAFF	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EQUIPMENT	\$26,950	\$0	\$0	\$0	\$0	\$0	\$0	\$26,950
FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ASSISTANTSHIPS/FELLOWSHIPS	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LIBRARY		\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACCREDITATION AND OTHER COSTS	\$3,000	\$3,000	\$2,500	\$2,500	\$1,000	\$1,000	\$1,000	\$14,000
TOTAL EXPENSES	\$72,058	\$46,741	\$47,872	\$49,507	\$49,639	\$51,270	\$52,905	\$369,992
NEW REVENUES AVAILABLE FOR PROGRAM SUPPORT								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								\$0
EXTERNAL FUNDING								\$0
TUITION + FEES	\$43,056	\$43,056	\$61,272	\$79,518	\$88,902	\$105,984	\$123,096	\$544,884
TOTAL REVENUES	\$43,056	\$43,056	\$61,272	\$79,518	\$88,902	\$105,984	\$123,096	\$544,884
ENROLLMENT PROJECTIONS								
<i>Note: "New Enrollment Headcount" is defined as unduplicated counts across years.</i>								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME ENROLLMENT HEADCOUNT	No data reporting	6	7	8	12	14	16	10.50
PART-TIME ENROLLMENT HEADCOUNT		12	18	24	25	30	35	24.00
TOTAL ENROLLMENT HEADCOUNT		18	25	32	37	44	51	34.50
NEW ENROLLMENT HEADCOUNT		8	12	16	16	18	22	15.33
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	9	6	6	14	6	7.67

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	11
Credit hours required in Program Courses & Required Electives	30
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:	45

Maximum number of credits that can be transferred in from another institution and applied to the program:	34
Intended program duration in semesters for full-time students:	3
Intended program duration in semesters for part-time students:	5

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?:	No
	No

If **yes**, please explain (i.e., number of hours required, etc.): The program supports integration of industry-recognized credentials, such as: NC3 certifications (electrical systems, motor controls, PLCs)
OSHA safety (often embedded or supplemental)

☞ These certifications are: Aligned with course competencies

No

Does the program include any concentrations/ tracks/ options?

No

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

2. Undegraduate 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:	Wallace State Community College - Selma			
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		11		
ORI 101	Orientation to College	2		
CIS 130	Microcomputer Application	3		
ENG 100	Vocational Technical English 1	3		
MAH 101	Vocational Technical Math 1	3		
Program Courses and Required Electives		30		
BAR 108	Introduction to Barbering Theory	3		
BAR 109	Bacteriology & Sanitation	3		
BAR 111	Introduction to Barbering Lab	3		
BAR 112	Science of Barbering	3		
BAR 113	Barbering Fundamentals Lab	3		
BAR 115	Cutting and Styling Techniques Lab	3		
BAR 122	Hair Color Chemistry	3		
BAR 130	Marketing and Business Management	3		
BAR 133	Styling and Management Lab	3		
BAR 143	State Board Review	3		
Program Options (enter total credit hours from all options below)		0		
Free Electives		0		
Capstone/Internship/Practicum		4		
BAR 140	Practicum 1 Lab	2		
BAR 141	Practicum 2 Lab	2		
Total Credit Hours Required for Completion:		45		



Dear Academic Program Review Committee,

I am writing this letter of recommendation in support and enthusiasm of the proposed Barbering Program at Wallace Community College Selma (WCCS). As a local professional in the beauty industry, I see firsthand the need for vocational training opportunities within our community.

Because of the lack of trained and licensed barbers in the area, many individuals who are interested in this career have to leave our community to receive the education and training necessary. Establishing a Barbering Program at Wallace Community College will provide accessible, high-quality education, create career opportunities, and support local economic growth.

I fully support the development and implementation of this program and believe it will be a valuable asset to our students and our community. I respectfully encourage your favorable consideration of this proposal.

Thank you for your time and your commitment to expanding educational opportunities in our community.

Sincerely,
Debra Moore Cleveland
Owner / Professional
Motown Beauty



To Whom It May Concern:

As a licensed cosmetologist, salon owner, and cosmetology instructor at Wallace Community College Selma (WCCS), I am pleased to express my strong support for the establishment of a Barbering Program at Wallace Community College Selma. The addition of this program will expand educational opportunities for individuals interested in pursuing careers in the barbering profession while strengthening the college's commitment to providing high-quality career and technical education. Barbering and cosmetology complement one another, and offering both programs will better serve the needs of students and the beauty industry throughout our region.

The proposed Barbering Program will provide students with the technical knowledge, hands-on training, and professional skills needed to become licensed barbers and successful members of the workforce. In addition to preparing graduates for state licensure, the program will emphasize customer service, professionalism, sanitation and infection control, and business management. These skills are essential for employment in established barber shops and salons, as well as for individuals who aspire to own and operate their own businesses.

As both an educator and business owner, I recognize the increasing demand for skilled and well-trained barbers within our communities. Establishing a Barbering Program at WCCS will help address this workforce need by preparing qualified professionals who are ready to enter the industry with confidence and competence. I fully support this initiative and respectfully encourage the approval of the Barbering Program, as I believe it will have a positive and lasting impact on students, local businesses, and the communities we serve.

Respectfully,

Lawanna Quarles
Licensed Cosmetologist
Salon Owner
Cosmetology Instructor
Wallace Community College Selma
Prissy's Hair Fashions
1216 Alabama Ave, Selma, Alabama 36701

WALLACE COMMUNITY COLLEGE SELMA

Dr. Donitha Griffin



Date: August 5, 2026

To Whom It May Concern:

I am pleased to offer this letter of support for the establishment of the Barbering Program within the Cosmetology Program at Wallace Community College Selma. This initiative represents an important investment in workforce development and educational opportunity for students seeking rewarding careers in the barbering industry.

The proposed Barbering Program will address the growing need to provide students with opportunities to develop technical skills, earn industry-recognized credentials, and prepare for successful careers in the barbering profession. By combining classroom instruction with hands-on training, students will gain the knowledge, practical experience, and professional competencies necessary to meet state licensing requirements and the expectations of today's employers.

In addition to preparing graduates for immediate employment, this program will help meet the increasing demand for skilled barbers throughout our region. The barbering profession offers stable career opportunities in barbershops, salons, and other personal care businesses while also fostering entrepreneurship. Graduates will be equipped with the skills to establish and operate their own businesses, contributing to local economic growth and expanding access to quality grooming services within our communities.

Furthermore, the Barbering Program will create meaningful pathways for continued education and lifelong learning, enabling students to advance their careers through specialized training, certifications, and leadership opportunities within the cosmetology and barbering industries.

We strongly support Wallace Community College Selma's commitment to expanding career and technical education programs that respond to workforce needs while empowering students to achieve economic mobility and professional success. We are confident that the Barbering Program will have a lasting positive impact on students, employers, and the communities the college serves.

Thank you for your dedication to providing high-quality educational opportunities and for your commitment to developing a skilled workforce. We are proud to support this important initiative and look forward to its success.

Sincerely,

Ms. Wanda Salone

Job Placement Coordinator
Wallace Community College Selma
334-876-9356
wanda.salone@wccs.edu



To Whom It May Concern,

We are writing to express our wholehearted support for the establishment of a Barbering Program at Wallace Community College. As experienced barbers and barbershop owners, we have witnessed firsthand the positive impact this profession has on individuals, families, and communities.

Throughout our years in the barbering industry, we have seen a growing demand for skilled, licensed barbers. Unfortunately, many aspiring barbers have limited access to quality training programs close to home. Establishing a Barbering Program at Wallace Community College would provide students with an affordable, accessible opportunity to gain the education and hands-on experience needed to become licensed professionals.

Barbering is more than a trade it is a profession that teaches discipline, customer service, professionalism, entrepreneurship, and financial independence. Many barbers go on to own successful businesses, create jobs, mentor young people, and contribute to the economic growth of their communities. A community college is the ideal place to prepare students for these opportunities while equipping them with the technical skills and business knowledge necessary for long-term success.

As business owners, we understand the importance of hiring well-trained professionals. A barbering program at Wallace Community College would help develop a skilled local workforce and create a pipeline of qualified graduates who are ready to enter the industry immediately after earning their license.

We firmly believe this program would be a tremendous asset to Wallace Community College and the communities it serves. It would provide students with a respected career path, strengthen the local economy, and help meet the increasing demand for licensed barbers throughout the region.

We appreciate your consideration and strongly encourage the implementation of a Barbering Program at Wallace Community College. We are confident it would have a lasting and positive impact on both students and the community.

Respectfully,

Darrell Pratt
CEO/OWNER
205-454-4772
Prattcity Barbershop, LLC
08/06/26