

Nebraska Board of Barber Examiners
Alternate Instructor Educational Program Requirements
Pursuant Nebraska Revised State Statute 71-208.02(5)(b)(ii)
Board Approved July 26, 2015
Reaffirmed by the Board 4/26/2021

Alternate Instructor Program, is designed for the registered barber, who has been actively practicing barbering for one year, and is seeking to achieve an instructor license without assistant instructing in a licensed barber school.

The Program consists of completing a series of online courses from MaxKnowledge, completing a series of video lectures and demonstrations, and presenting live lectures and demonstrations to the Board members. You must submit certificates of completion from each online course to the Board Office for proof of completion. If you have completed some postsecondary education in the past, you may submit transcripts of courses completed to our office for review, which could possibly reduce the number of MaxKnowledge courses required.

You will be required to submit recorded videos of lectures and demonstrations to the Board office for review. You can submit videos in a format that works best for you. No more than one video at a time, with a minimum of twenty days between each submission to allow for review and scoring.

You will be required to present **Live** lectures and demonstrations to the Board members during the quarterly Board meetings. You are permitted only one **Live** presentation at each Board meeting. The presentations will help you hone the art of instruction and better prepare the training instructor for Instructor Examination. The spreading out of presentations will allow the applicant time for extensive research on each topic prior to the presentation.

This program will allow an applicant to work at their daily job and take the required courses in their spare time. Following the successful completion of all the required elements of this program, you will be eligible to submit an application for the Nebraska Barber Instructor License examination.

If you have any questions about is program, please contact our office.

All instructors in Training must successfully complete the initial 18 college credit hours listed below

MaxKnowledge Course For The Preparation of Barber Instructors

ED101 - Effective Teaching Strategies for Career College Instructors

This introductory course covers the essential roles of a teacher and the competencies required to be a successful instructor in the career college setting. Proven techniques and strategies for planning and preparation are presented and discussed. In addition, the course offers effective methods for conducting the first class meeting and delivering course content. This course provides a solid foundation for new instructors and serves as an excellent refresher for more experienced instructors.

ED102 - Student Retention Methods for Career College Instructors

The instructor is the real key to student retention at career colleges. Instructors must keep focused on student motivation and retention each and every day of class. Developing strategies for retaining students throughout the entire training sequence is both complex and rewarding. All instructors should have the goal of seeing all of their students successfully complete their class. This course helps you reach that goal by helping you to understand your students and use proven motivation and retention techniques to keep them enrolled and engaged in the learning process.

ED103 - Student Learning & Assessment in Career Education

Career educators work with students who want to learn specific skills that will lead to fulfilling careers. As career college instructors it is our job to help each student to achieve this goal. Just as you may have a particular style of teaching that you prefer, your students have preferred ways of learning. This course will help you to identify the different learning styles of your students so that you can adjust your instruction to better accommodate them. Good teachers also regularly monitor the effectiveness of their instruction by assessing their students' learning. This course will examine several aspects of assessment including how to create good tests, how to ask effective questions and how to get your students to actively participate in their learning by asking questions themselves.

ED104 - Class Management Strategies for Career College Instructors

This course provides methods and techniques for managing students and class activities. We start by reviewing the steps instructors need to follow as they introduce a class to new students. We then discuss strategies to effectively deal with unfocused and challenging students. The course ends by describing common mistakes made by instructors and ways to avoid them.

ED105 - Instructional Planning for Student Success

This course shows instructors how to develop a comprehensive approach to effective and efficient instruction. From preparation for the classroom to selection of instructional delivery methods, the course provides effective ways of planning instruction to help instructors keep the content focused and the students engaged. We also cover the steps to set up a complete evaluation system that will work in all settings.

ED106 - Enhancing Student Learning

This course provides methodologies and examples to help instructors increase content retention and application by students in need of support. The course starts by covering the skills needed by instructors to be clear communicators. We then discuss ways instructors can become effective in monitoring students and using student groups as learning tools. The course concludes by covering techniques and strategies to instruct diverse learners, including learners with disabilities.

ED107 - Creating an Accelerated Learning Environment

Retention is an issue, and a critical factor influencing a student's decision to stay or go is what happens in the classroom. The classroom environment may be hurting your students' view of the quality of your programs. In this course, you will learn tips and techniques to deal with environmental influences such as your role as the instructor, the classroom, the interactive activities, the support materials, and the sequence of instruction as well as other subtle influences. You will learn to view the environment from the student's view to increase your teaching effectiveness and student retention.

ED108 - Learning Theory and Practice

This course covers the different ways individuals learn and apply new knowledge. We start by covering the steps the brain goes through as it processes new information, and how knowledge is stored and retrieved. We then discuss how intelligence is measured and how learners process information through the use of multiple intelligences. Moving from theory to practice, the course shows instructors how to use the learning needs of students to increase knowledge acquisition and retention. The course includes a number of easy to implement strategies to help students retain and use new content.

ED110 - Time & Stress Management for Career College Instructors

Outstanding teachers serve their students by guiding them through their coursework and motivating them to complete program requirements. Career college instructors are often faced with high stress resulting from heavy teaching loads and limited time. When teachers cannot manage their own time and stress, they cannot fully serve the needs of their students. This course will show career college instructors how to manage time and stress in their lives and teach some of these skills to their students.

RT101 - Improving Retention through Timely Intervention

How many times have we said “if we’d only known” as a student walks out the door? No one starts classes planning to fail, but unfortunately problems do arise that present barriers to success. Students are good at identifying these problems blocking their path to success, but they frequently don’t have adequate problem solving and communication skills needed to overcome these problems. This course looks at the effect of stress on attrition, the use of tools to identify and help students at risk, and how to develop an institutional culture that shares responsibility for student success across the entire organization.

Note: ML 103 was divided up into more specific skill areas within these courses. As can be seen by the course titles they are targeted in the area of effective communication, which is essential for instructors.

ML117 - Presentation Skills

This course provides sound advice on preparing and delivering presentations that command attention, persuade, and inspire. It includes rehearsal techniques as well as tips for creating and using more effective visuals. The course also addresses the importance of understanding your objectives and your audience to create a presentation with impact.

ML118 - Coaching Skills

In this course, you will learn how to strengthen your coaching skills by using a four-step process to facilitate the professional growth of the employees you coach.

ML119 - Persuasion Skills

To do their job - accomplishing work through others - managers must develop and use persuasion skills rather than simply issue orders. Formal authority no longer gets managers as far as it used to. This course will help you master the art and science behind successful persuasion so you can begin changing others' attitudes, beliefs, or behavior to create win-win solutions.

ML121 - Negotiation Skills

This course provides a practical guide to becoming an effective negotiator. The course includes steps to guide you through the negotiation process assessing your interests as well as those of the other party, developing opportunities that create value, avoiding common barriers to agreement, and implementing

strategies to make the negotiation process run smoothly.

ML139 - Customer Focus

This course will show you how to target the right customers and build their long-term loyalty by developing systems for learning about, - and responding to, their needs.

ML142 - Budgeting Essentials

In this course, you will learn about the budget process, different types of budgets, and common budgeting problems so you can allocate resources wisely to meet your goals.

ML143 - Creating A Business Case

This course will show you how to create an effective business case, from defining the opportunity and analyzing alternatives to presenting your final recommendations.

ML144 - Creating A Business Plan

This course will take you step by step through the process of preparing an effective plan for a business proposal. The steps you will learn are applicable to launching a new internal product as well as seeking funding for a new start-up business.

The above courses approved by the Board of Barber Examiners meets the educational statutory requirements for in school trained barber instructors and is a requirement for the Alternate Educational Instructor Program

The Alternate Educational Instructor candidate, in addition to the above listed courses, must also successfully complete the following MaxKnowledge courses;

Additional MaxKnowledge Courses Required For The Alternate Instructor Program

ED109 Preparing and Creating Lesson Plans

This course will inform you of how careful lesson planning can help to ensure increased student engagement. Proper lesson planning will enable you to teach effectively and efficiently, and ultimately help students meet learning objectives. The information in this course will provide the framework for instructional development enabling you to properly structure a detailed, well thought-out lesson plan.

ED111R Active Learning Methods

This course provides an introduction to the concept and philosophy of active learning, and describes a variety of methods to help instructors "activ-ate" their class. The course includes active learning examples that utilize both critical and analytical thinking skills. We also identify the risks that may discourage instructors from using active learning strategies and offer suggestions for managing them. A three-step method is suggested for developing an active lesson, and a comprehensive model is offered as a guide for creative active learning strategies.

ED112 Influencing Student Motivation

This course begins by identifying the two most significant issues that influence the motivation of adult students: security and autonomy. The course explains how increasing students' sense of security can enhance their motivation during instruction, questioning, activities, and evaluations. This is followed by a discussion of how motivation can be improved by enhancing students' sense of autonomy when making assignments, selecting instructional methods, implementing classroom procedures, and developing and planning evaluations. The course concludes by comparing and contrasting extrinsic and intrinsic motivators and by suggesting a variety of "miscellaneous motivators" for instructors to consider.

ED113 Managing the Adult Classroom

This course compares and contrasts four styles of classroom management. The course includes "virtual visits" to animated classrooms where participants observe four instructors who exhibit different management styles. The style that is preferred by most students is identified and described, and suggestions are offered on how instructors can modify their personal style to increase their effectiveness. A four-step model for developing successful classroom management strategies is presented and is followed by a discussion of a practical, behavioral approach to classroom management. Characteristics that foster good discipline in the educational institution and in the classroom are listed and explained, and tips are offered that can improve both institution-wide and classroom discipline. Finally, a number of scenarios involving common discipline problems are described.

ED114 - Questioning in the Classroom

Questioning can be one of the most effective classroom teaching strategies. However, many instructors are not familiar with the techniques and research findings associated with good questioning. This course begins by comparing and contrasting the major types of questions and their most appropriate uses. Some relevant statistics and research findings are presented, followed by a discussion of four effective questioning practices. The course concludes by offering a few tips and suggestions for instructors to consider.

ED115 Soft Skills for Instructors

The purpose of this course is to familiarize instructors with the concepts of soft skills and emotional intelligence (EQ) so they can use this information to improve their professional performance. The course provides a comparison of hard and soft skills, including people skills and workplace behaviors. Ten "most important" soft skills are discussed in detail and the relationship between EQ and soft skills is explained. The course concludes with tips and suggestions to help instructors enhance their soft skills and EQ.

ED116 - Critical Thinking Processes and Applications

The majority of careers require the ability to think critically and problem solve at one level or another. Employers seek individuals who can think independently, propose solutions, and solve problems. The content in this course provides the foundation for critical thinking and demonstrates how people with different interests, abilities, and aptitudes approach problem solving. The course covers the different kinds of intelligence and how they impact critical thinking, for a broader understanding of how people process solutions to problems. It concludes with step-by-step instructions for helping students develop and refine their own critical thinking skills.

ED121- Creating Service Learning Opportunities for Students

Service learning programs help students take their knowledge and skills out of classrooms and labs into community settings enabling them to use critical thinking and problem solving abilities. This course provides information about the advantages of using service learning as a teaching tool while enhancing the growth of students. Implementation steps are covered so participants will be able to make service learning a part of program offerings as well as providing career opportunities for students.

ED123- Adaptive Learning in Higher Education

This course will provide you with a basic overview of the background and history of an innovative instructional method called Adaptive Learning (AL). AL is growing in popularity and differs from traditional educational methods as it focuses on individualized, personalized instruction for everyone. With the rise of technology, AL has a definite place in higher education. This course discusses the background, importance, issues, attitude changes, implementation and future of AL. The advantages outweigh any disadvantages as AL can help create individualized instruction and increase student success.

ED125 - Effective and Efficient Instructional Strategies

Planning Effective and Efficient Instruction provides new and experienced instructors with practical ways to design and deliver learning experiences that establish an environment that facilitates learning. The course summarizes important academic concepts while providing specific strategies for planning lessons, reaching learners, asking questions and assessing student mastery of the course and program objectives.

ED130 Teaching Students with Post Traumatic Stress Disorder

Students (both veterans and non-veterans) with Post Traumatic Stress Disorder (PTSD) are enrolling in career education in increasingly larger numbers. Instructors need to have a basic understanding of what PTSD is and how it impacts the lives of students. This course covers what PTSD is and the characteristics that students with PTSD may display. In addition, Traumatic Brain Injury (TBI) is discussed as many students enrolling in career education have both PTSD and TBI. Instructional strategies to support the learning of students with PTSD and/or TBI will be discussed and examples given. Participants will also be given sources where they can gain additional insight into how to support the learning of students with PTSD and/or TBI.

ED135 Teaching Multigenerational Learners

As students from different generations are enrolling in colleges today, instructors are presented with the challenge of how to engage, instruct and relate to these multigenerational learners. This course gives profiles of different generational learners and how they engage in the learning process. Content is shared on how to relate to learners of the different generations and how to use students' life experiences as learning opportunities. As technology is an essential part of instructional delivery, strategies are given for building on the abilities of multigenerational students to use social networks, portable media (given the parameters of school policy), and personal interaction. In addition, instructors are given methods that can be used to help students develop the critical thinking and interpersonal skills needed for career success.

ED137 Cultural Diversity: Including Every Student

Cultural diversity includes a wide scope of differences. While we plan instruction to meet outcomes that are usually supporting a set of pre-determined standards, instructors are faced with a high level of diversity in every class group. It is important for instructors to be aware of diversity and strive to include every student, regardless of difference, in their learning community. This requires intentional planning and accessible instructional design that includes all students and empowers every student to succeed.

ED207 Outside the Classroom: Experiential Learning

Experiential learning is intended to extend students' educational experience beyond the traditional classroom setting. It is a structured, student-centered way to integrate curriculum-based educational experiences utilizing practical applications and active involvement. This course discusses strategies for extending the curriculum into the workplace. Information is provided on how to educate the internship site and how to create useful forms and processes for documenting and implementing successful internships. This course describes the different roles of the institution, the student, and the internship site. It will identify ways to supervise students, as well as ways to evaluate and assess student success at internship sites.

Additionally the candidate must successfully complete twelve videos, a minimum of 25 minutes on each presentation and four live instructional presentations chosen from the list below with each presentation to cover a different topic, to satisfy the requirements of this Board approved Alternate Instructor Educational Program. Each presentation must imitate instructing as if the candidate is in an actual classroom.

List of Presentation Topics

Lecture List

Barber Law
Barber History & Professional Image
Properties & Disorders of the Hair
Business & Shop Management
Sanitation, First Aid & Safety
Bacteriology & Microbiology
Hair Color & Bleaching
Permanent Waves
Disorders of the Skin & Scalp
Hair Relaxing

Demonstration List

Hair Coloring
Permanent Waving
Men's Facial Massage & Treatment
Shaving
Men's Long Hair Cut & Styling
Taper Hair Cut
Scalp Massage
Hair Bleaching
Women's Haircutting and Styling
Hair Relaxing

- (1) A training barber instructor will prepare and deliver at least six individual video recordings of mock classroom instructing, where he/she will present a lecture over a topic chosen from a list provided by the Board. The video recordings will be submitted to the Nebraska Board of Barber Examiners for evaluation and feedback.
- (2) The training barber instructor will prepare and deliver at least six individual video recordings of mock classroom instructing, where he/she will present a demonstration over a topic chosen from a list provided by the Board. The video recordings will be submitted to the Nebraska Board of Barber Examiners for evaluation and feedback.
- (3) The training barber instructor will present two live class lecture sessions covering a topic chosen from a list provided by the Board, to Board Members, representatives of the Board or current active licensed instructors chosen by the Board allowing questions and answers following the lecture. Not more than one live lecture and/or demonstration will be allowed in an eighty-five day period.
- (4) The training barber instructor will present two live class demonstration sessions covering a topic chosen from a list provided by the Board, to Board Members, representatives of the Board or current active licensed instructors chosen by the Board allowing questions during and following the demonstration. Not more than one live lecture and/or demonstration will be allowed in an eighty-five day period.

Except of good cause, the board may waive any of the aforementioned requirements
The assistant training barber instructor program must be completed within a three year period from the date of registration pursuant to Nebraska Revised Statute 71-208.02 (5) (c).

4/26/2021R