

BOARD MEETING
Monday, March 22, 2021
8:30 AM
Conference Room A, 4th Floor
2829 University Avenue S.E.
Minneapolis, Minnesota 55414

Meeting held via WebEx video conference due to COVID-19 Pandemic

Minutes

Attendance

Members: Collette Lease, Kevin Ayers, Brian Kendall, Clarence Jones

Staff: Brent Grebinoski, Cinda Yaeger, Virakcheath Hing

Attorney: Sarah Krans

Members of the public: Terrie Mau, Joe Wenning, Matt Wolfe, Bernard Ampong, Justyn Sanders, Armando Gonzalez, Alex Flores, Eric Townsend

1) Call to Order

- Meeting was called to order at 8:33 by Chair Lease
- Seven members of the public were in attendance.

2) Approve Agenda

- Motion by member Jones to approve the amended agenda, second by member Kendall. Aye: Kendall, Ayers, Jones. Motion carried unanimously. (Item D under New Business was added to the agenda)

3) Approve Minutes

A. January 4, 2021 Special Meeting

- Motion by member Ayers to approve the January 4th, 2021 minutes, second by member Jones. Aye: Kendall, Ayers, Jones. Motion carried unanimously.

B. January 11, 2021 Regular Board Meeting

- Motion by member Jones to approve the January 4th, 2021 minutes, second by member Kendall. Aye: Kendall, Ayers, Jones. Motion carried unanimously.

4) Unfinished Business

A. COVID-19 Pandemic Update

- The Executive Director gave a brief update to the State's ongoing response to the pandemic and current executive orders.

B. Location of Registered Barber Exam for May

- Motion by member Kendall to enter into a contract with Moler Barber School of Minnesota in Columbia Heights to hold exams for the remainder of year, second by member Ayers. Aye: Kendall, Ayers, Jones. Motion carried unanimously.

C. Status of Instructor Training and Classes Questions from Alex Flores and Terrie Mau

- The Executive Director discussed the committee meeting on instructor training that will be held on 3/29/2021 and suggested anyone interested in this topic should attend that meeting.

5) New Business

A. Inspector Hiring Process Update

- Virakcheath Hing was introduced as the new inspector for the Minnesota Board of Barber Examiners.

B. Variance Request - Rule 2100.3200 - Justyn Sanders

- Attorney Sarah Krans explained that the board cannot approve a variance for Rule 2100.3200 because the rule is the same as a requirement that exists in statute.
- Justyn Sanders was given the opportunity to speak with the board regarding his variance request and his exam results. The board discussed Mr. Sanders' variance request and exam results.
- Motion by member Ayers to deny Justyn Sanders' variance request due to statutory requirements, second by member Kendall. Aye: Kendall, Ayers, Jones. Motion carried unanimously.

C. Variance Request - Rule 2100.3200 - Bernard Ampong

- Bernard Ampong was given the opportunity to speak with the board regarding his variance request and his exam results. The board discussed Mr. Ampong's variance request and exam results.
- Motion by member Ayers to deny Bernard Ampong's variance request due to statutory requirements, second by member Jones. Aye: Kendall, Ayers, Jones. Motion carried unanimously.
- Motion by member Ayers to rescind Bernard Ampong's February 8th, 2021 exam and give Mr. Ampong the opportunity to take the exam on a future date, second by member Kendall. Aye: Kendall, Ayers, Jones. Motion carried unanimously.

D. International Education Evaluation, INC

- Motion by member Jones to add International Educations Evaluations as a board approved credentialing services, second by member Kendall. Aye: Kendall, Ayers, Jones. Motion carried unanimously.

6) Correspondence

A. Internal Control Bulletins – January 2021

B. Internal Control Bulletins – March 2021

- The Executive Director gave a brief explanation of internal controls and the two bulletins that were released since the last board meeting.

C. Terrie Mau – Request to teach barber instructors

D. Dr. Carolyn Kraskey – Request to teach barber instructors

E. Peggy Schmidt – Request that the board allows Dr. Kraskey the opportunity to teach barber instructors

- The Executive Director discussed the committee meeting on instructor training that will be held on 3/29/2021 and suggested anyone interested in this topic should attend that meeting.

7) Inspector Report

- No report given.

8) Executive Secretary Report

A. Registrations	As of	December 30, 2020	March 10, 2021
	Student Permits	178	174
	Registered Barbers	1990	1743*
	Barbershops	777	788
	Barber Schools	6	6
	Barber Instructor	27	23
	Temporary Instructor	1	1
	Emergency Instructor	0	2
	Total Registrations	2953	2735

*321 barbers expired 12/31/2020 and have not yet renewed.

B. Financial Report – Receipts and Expenditures

C. Exam Results – Feb 1st, Feb 8th, and March 8th Exams

D. National Barber Survey – Nebraska

E. DEED – Barber and Cosmetologist Results from Salary Survey – 1st Quarter of 2020

F. Legislation

1) SF974 & HF1032 - Increases our appropriation from \$348,000 to \$353,000.

2) SF691 & HF554 - Local government to issue licenses for barbering & cosmetology

3) HF1444 – Mobile Barber Shops Regulated

G. New Board Member Update – Governor’s Office

H. Board Move Update

- The Executive Director updated the board on the topics above.

9) Public Comments

- Joe Wenning, Alex Flores and Eric Townsend made public comments.

10) Closed Session

A. The board will enter a closed session to discuss barber discipline.

11) For the Good of the Order

(Board Members may make statements or offer observations about the character or work of the organization without having any particular item of business before the meeting.)

12) Regular Board Meeting Schedule**Examination Schedule**

May 24, 2021	May 3, 2021
July 26, 2021	May 3, 2021 Instructor
September 27, 2021	August 2, 2021
November 22, 2021	November 1, 2021
	November 1, 2021 Instructor

Complaint meetings are closed to the public and are held following the regular board meeting.

13) Adjournment

- Chair lease adjourned the meeting at 9:55.

INSTRUCTOR TRAINING COMMITTEE MEETING

Monday, March 29th 2021

9:00 AM

Due to the COVID-19 Pandemic this meeting was held via phone conference only

Minutes

Attendance:

Members: Brian Kendall and Clarence Jones

Staff: Brent Grebnioski

- A. **Call to Order:** Meeting was called to order by member Kendall at 9:03 a.m.
- B. **Approve Agenda** Motion by member Kendall to approve the agenda, seconded by member Jones. Motion carried unanimously.

Business

C. **Executive Director Presentation**

The Executive Director gave a presentation that included some of the requirements of states neighboring Minnesota and their requirements for licensing barber instructors. The Executive Director went over the relevant Minnesota Statutes and Rules governing barber instructors in Minnesota. Details were given regarding the option of using the NIC instructor exam and the references that are used by NIC to create the NIC instructor exam.

D. **Board Discussion**

Member Kendall stated that it might be wise to approve a barber instructor program through barber schools for a period of six months with a limited number of students until something more permanent is put together. He acknowledged that the people who provided public comments had great points and that there are schools that are in need of instructors right now. He questioned where the current registered instructors are. He reiterated that we should grant schools the ability to teach instructors for six months until we can find a permanent options.

E. **Public Discussion**

Terrie Mau: She thought this was an issue that should be addressed soon. There are schools that need instructors and they do not have access to an instructor training program. Terrie stated that she has identified people who are interested in becoming a barber instructor. She thinks it would be important to move forward with these as fast as possible.

Alejandro Flores: He agreed with Terrie and stated that there is a big demand for instructors for schools. He believed in the training that Terri provided and he thought that she was properly preparing people to be instructors. He thought that her knowledge and training were very important to the barbering industry and has produced many good instructors. He agrees with Terrie that the issue should be addressed soon. He said that he has looked for barber instructor programs and he could not find any that fit our requirements. He brought up the difficulty of attending a traditional college to get instructor training while working as a barber full time.

Matt Wolfe: Stated that he went through Dr. Kraskey's class. He said it took him about six months to get through her course. He did a lot of studying and there was a lot of hands on work. She would work with people in groups and one on one. He stated that there were some videos that were old but they were still helpful and being updated. She was able to give good examples due to her teaching experience and her education. He feels like Dr. Kraskey's classes shouldn't be dismissed because of her work with Cosmetology. Her program deals with how to teach and is not specific to cosmetology or barbering. Her classes allowed him to become an instructor and he put those tools she provided him directly into his work as a teacher. He offered to provide Dr. Kraskey's instructor students a place to get some hands on training if needed.

Eric Townsend: He stated that every school is different and that he agrees with most of what has been said already. If people don't feel qualified to teach they shouldn't teach, but he went through the U of M for training. He had to attend a number of courses while going to the U of M and would like the opportunity to teach those courses to instructors at his school. He would like his instructors to not only learn the instructional methods but also would like for them to have the mindset that he has as a school owner. He has tried to find instructors that have attended other programs but finds that he has a specific way that he would like his instructors to teach, so it isn't always a great fit. He would like to be able to teach the instructors that will be the future of his school. He feels like the current process of getting instructors is too complicated. He has identified people who want to be instructors and would like the opportunity to teach them.

David Rodriguez: Stated that there was a 37 hour instructor course at St. Paul college. He stated that our requirements would be met by that program. He thinks that the focus should be on grooming people to be instructors instead of being a barber. Being an instructor is an entirely different skill set than being a barber.

Imade Imasuen : She is a former student of Terrie Mau and is interested in becoming a barber instructor. She said she new a few of Terrie's instructor students that she has had in the past and that they all spoke highly of how Terrie conducted her classes. She thought that because she was familiar with Terrie's teaching style, that it would be beneficial for her to attend her classes.

F. **Adjourn** The meeting was adjourned at 9:44 a.m.

Covid-19 Pandemic Update

three-step process will end nearly all state COVID-19 restrictions by May 28, and end the statewide masking requirement by July 1 at the latest.

1. Step one took place at noon on May 7. It included initial steps to relax some restrictions, primarily in outdoor settings.
 - Removed limits for outdoor dining, events, and other get-togethers, and ends the mask requirement outdoors except at large venues with over 500 people.
 - Eliminates the state-established mandatory closing time for bars, restaurants, and food and beverage service at other places of public accommodation.
2. The second step begins on May 28. **Remaining capacity and distancing limits will come to an end**, including for indoor events and gatherings. The requirements that will remain include:
 - Face coverings indoors and for outdoor events that exceed 500 people.
 - **There will be no new safety requirements for businesses, though they must maintain their plans to keep their employees and customers safe – as they have from the beginning of the pandemic – guided only by a minimal universal state guidance document.**
3. The third step takes place once 70 percent of Minnesotans age 16 years and older – 3,087,404 Minnesotans – get at least one dose of the vaccine, but no later than July 1.
 - **The remaining face covering requirement and the requirement for preparedness plans will end. Work on vaccines will continue, and local jurisdictions and entities may set their own mask policies.**

Because the youngest Minnesotans are not yet eligible for the vaccine, the Safe Learning Plan for schools will continue until the end of the school year to protect students, teachers, and staff in schools.

Additional protections will remain, including the eviction moratorium, a ban on price gouging, and eligibility exemptions for people who receive state services. The State will continue its emergency efforts to get Minnesotans tested and vaccinated and will continue to monitor the virus and the growth of variants in the months to come.

Additionally, local jurisdictions and businesses may still require masks and have other requirements beyond July 1.

2. I authorize the Minnesota Board of Dentistry to waive late fees for renewal applications, set forth in Minnesota Statutes 2019, sections 150A.09 and 150A.091, for licenses that expire during the peacetime emergency declared in Executive Order 20-01.
3. I authorize the Minnesota Board of Cosmetologist Examiners to waive late fees for renewal applications, set forth in Minnesota Statutes 2019, section 155A.25, for licenses that expire during the peacetime emergency declared in Executive Order 20-01.
4. I authorize the Minnesota Board of Barber Examiners to extend the June 30, 2020 deadline for renewing shop registrations, set forth in Minnesota Statutes 2019, section 154.15, subdivision 1, to July 31, 2020 or 30 days following termination of the peacetime emergency declared in Executive Order 20-01, whichever is later.

Pursuant to Minnesota Statutes 2019, section 4.035, subdivision 2, and section 12.32, paragraph 1 of this Executive Order is effective immediately, and paragraphs 2, 3, and 4 are effective immediately upon approval by the Executive Council. This Executive Order remains in effect until the peacetime emergency declared in Executive Order 20-01 is terminated or until it is rescinded by proper authority.

A determination that any provision of this Executive Order is invalid will not affect the enforceability of any other provision of this Executive Order. Rather, the invalid provision will be modified to the extent necessary so that it is enforceable.

Signed on April 6, 2020.



Tim Walz
Governor

Filed According to Law:



Steve Simon
Secretary of State

Dr. Carolyn R. Kraskey
 2000 Grand St. N.E.
 Minneapolis, Minnesota 55418
 (C) 612-221-7864

Education:

Ph.D. Philosophy of Teaching & Learning from Capella University
 University of Minnesota Bachelors Degree and Masters Degree in Education
 Family Life Studies Certificate Course from University of Minnesota.
 Cosmetology: Instructor, Manager, and School Manager License

Work Experience:

Salon Experience: Flair Beauty Salon (1959). Colonial Coiffeurs (1959). Arlene's Beauty Salon (1960-1966) Beau Le' Tress Designers (1983-1984).
 Hair Dynamics: Owner (2003-2005).
 Tested Instructors for State of Minnesota ASI Testing Company (1997-2002) until Exporior was hired by State of Minnesota.
 Testing Instructors for State of Minnesota for Pearson Vue Testing Company (2005-2010).
 Established Central Beauty School (2000). Established Cambridge location (2001-2012).
 Chocolate City Hair Design (2010-2012)
 Nico's Salon (2012-2016)
 VN Beauty School (School Closed 2019)

Teaching Experience:

VN Beauty School (2014-2019) School closed
 Minneapolis Technical College (1980-1983) Teaching
 Maxim's Beauty Academy (1983-1989) School Director.
 Scot Lewis Beauty Schools (1989-1993). General Manger.
 Oliver Thein Beauty School (1993- 2000) Manager.
 Taught Private Education to Instructors & Continuing Education (1985-Present).
 St Paul College (1996-1998). Teaching
 Hi-Tech Beauty School (1998-2000). Helped establish School.
 Central Beauty School (2000) Establish School.
 Teaching Instructors (on-going) Help write curriculum for other schools.

Interests:

Curriculum development & teaching specialty courses. Training, showing and judging dogs for American Kennel Club, United Kennel Club and International Dog Shows. Have been breeding and training dogs since 1959. Other interests are: Music, Theater, Reading, Sewing, and Needlework.

Dr. Carolyn R. Kraskey

Introduction To Teaching:

Learning to Teach

Philosophy of Teaching: Find and explore ways of how barbering became a career.

Federal & State Laws governing Barbering

Course Development: Develop a course of study that you would use to teach. List description, content, objectives, sequence of instruction, and ways of evaluation of students.

Learning need, ability of student interest.

Special needs students.

Instructional Method: How do people learn? List ways. Variety of teaching, methods, motivation, advantages or disadvantages of each method. What works and what doesn't?

Diversity of students: Is there prejudice in the work force, schools, or barber shops?

Barbers Laws & Rules Worksheet

1. Who is in charge of the Barber school, salon & licensed professions?
2. How many members are on the board?
3. Who does the board represent?
4. How often must the board meet?
5. How long is their term?
6. How long is a license good for?
7. When does the license expire?
8. How do you license a barber shop?
9. How do you license a barber school?
10. Who can open a barber school?
11. How many parts are there in the barber exam?
12. Can a license be transferred?
13. When are inspections done?
14. Who receives the inspection report?
15. How many hours must be completed if you fail the exam?
16. Who is in charge when the master barber is gone?
17. How long do you have to become in compliance if you receive a non-compliance?
18. When a person violates a law what is it called?
19. What is a civil penalty & how much is the fine?
20. When must a person have a picture I.D.?
21. What is a subpoena?
22. What is a cease & desist order?

23. When can you apply for a duplicate license?
24. What happens if you falsify documents?
25. What services does a barber perform?
26. Describe a color service?
27. What does clean mean?
28. What is the requirement to attend barber school?
29. Describe a facial service?
30. What is an unregulated service?
31. Can a cosmetologist work in a barber shop?
32. Describe the procedure for examination for a barber?
33. What is a home study course?
34. How do you obtain a master barber license?
35. List the ways to maintain your license.
36. How do you obtain an instructor's license?
37. How do you maintain an instructor's license?
38. What are the qualifications for a barber instructor?
39. If there is no code where you are opening your barber shop, what code do you use?
40. How many days do you have to notify the board if you change your name or address?
41. How many days does a barber shop have to notify the board if they change the name?
42. What happens if you do not renew your license before due date?
43. How many sq. feet do you need in a barber shop?
44. How many additional sq. feet do you need in the barber shop for each person?

45. When do you sweep hair & when do you wipe up water?
46. Can a corporation own a barber school??
47. How & when do you sanitize you cutting tools?
48. How long does a barber have to practice before getting a temporary teaching license?
49. How many dryers & shampoo bowls does a school need?
50. What is a passing score for exams?
51. Where are licenses posted?
52. How many towels does a school need?
53. How many waste baskets does a school/salon need? How do you clean them?
54. Where do you put soiled towels & linens?
55. Where do you put clean towels & linens?
56. How many sinks does a barber school need?
57. What size must the lettering be for unregulated services?
58. How do you remove cream from a jar?
59. What is used to disinfect implements?
60. What is a passing score for testing?
61. Who in the school/barber shop has to know how to use a fire extinguisher?
62. Where are emergency phone numbers posted?
63. Where are first aid supplies kept?
64. Where are towels used?
65. How long is a temporary teaching license good for?
66. What is an emergency teaching license?
67. How do you clean a shampoo bowl?

68. Can you carry tools in your pocket? Why?
69. What size must the letters be for school identification?
70. What animals are allowed in a barber shop?
71. Who is responsible in a barber shop/school to see that rules & regulations are carried out?
72. What are the requirements for a barber shop in your home?
73. What are the requirements for an apprentice?
74. How many hours are required to complete school?
75. How the are requirements to become an Instructor?
76. How many instructors does a school need?
77. What is the teacher/student ratio?
78. How many hours can a student be given credit for in a given day?
79. What are the requirements to perform services on the public?
80. How many theory hours are required?
81. When are exams scheduled?
82. When can an instructor do services on the clinic floor?
83. When must a student's work be checked on the clinic floor?
84. Can an unlicensed instructor be employed in a school?
85. Are nail services taught to barbers?
86. Explain reciprocity:
87. When can a barber be allowed to perform services on the public?

Philosophy & Practice of Career & Technical Education (2 Credits)

Carolyn R. Kraskey Ph.D.

Outline:

Introduction to Careers in Barbering.

Length of course

What is learned in the course of study?

Theory

Practical

What is different in each field of study?

Effect of Government:

State

Federal

Local

Requirements in other states:

What is taught?

Length of course

Philosophy of Technical Education:

What is technical education?

How is technical education different that academic education?

History of Barbering:

When did it all start?

How did it change?

How is this changing?

Introduction:

Length of each course in Mn. Barbering is 1500 hours and cosmetology is 1550 hours. Courses are similar but also different. Emphasis in barbering is hair shaping and shaving, cosmetology is shaping, chemical in tinting, curling and straightening, manicuring & skin care.

Theory is a different amount of hours in each course. Practical is different with requirements fulfilled in cosmetology. Testing is different but both require both written and practical testing. Barbers also have an oral test.

Government:

Each state may have different number of hours. Local government usually has to do with location and rules of the area. Federal usually has to do with educational guidelines.

Other states requirements:

Reciprocity with other jurisdictions. Board decisions on this.

Philosophy of Technical education:

What is the difference within technical and academic education? Technical more trade related and academic more knowledge based.

History of Industry:

How old is barbering? Is it older than cosmetology? How long has it been licensed in this state? What are the changes that have occurred? What are future changes?

Dr. Carolyn R. Kraskey Ph.D.

Foundations of Instructional Methods

Methods of Teaching in Careers & Technical Education: How is this type of education different than academic school of higher learning?

How do adults Learn?

Adults returning to school.

Expectations of adult learners.

What do adult learners bring to the classroom?

Methods & Motivation:

Methods of teaching.

What motivates the learners?

Advantages & disadvantages of teaching & learning adults>

Using methods that are effective.

Diverse Careers & Population:

ESL learners

Ethnic diversity

Adult learners

Practice in Teaching in Technical environment:

Observe teaching in diverse population or setting.

This course is designed to investigate various methods of teaching in the technical of non-academic area. How to address a diverse population of adult learners. Personal experience of teaching in these areas.

Dr. Carolyn R. Kraskey

Course Development:

How to Develop a Course to Teach:

Description of course

Course content

Objectives of course {What will student learn}

Sequence of Instruction:

What comes first? List

What will follow?

Lesson Plan:

How to develop a lesson plan.

What do you include?

Who uses a lesson plan?

Learning Needs of Students:

Learning level of students

Interest in the course of study

Student background

This course is designed to help a teacher follow a plan for teaching students in a career school.

Instructor Outline For Lesson Plan:

Topic:

Time:

Opening Statement:

Objective of Lesson: (What student will learn?)

Visual Aids or Procedure Sheet:

Reference Book:

Equipment and Needed supplies: (Hand Sanitizer)

Outline: Step by Step Procedure:

Question With Answers That Relate to This Lesson Plan:

Summary or Closing Statement:

Student Assignment:

Dr. Carolyn R. Kraskey

Human Relations:

Diversity of students

What is diversity?

What is relationship with student & instructor?

Conflict How to solve.

Communication. How do we communicate?

Building Self-esteem

Ethics, image, positive impression, manners, language, personal habits

Stress (mental & physical) different beliefs

How to manage assertive, aggressive, or passive persons

List of books to discuss on Human Relations: Author & Book
Questions to consider about the book: Charters? Plot of book? Could
situation be changed? Outcome? Prejudice? Diversity? Was a group
suppressed? Was this about culture or a religious group?

List:

To Kill a Mockingbird by Hayle Lee

Catcher in the Rye by J.D. Salinger

I Heard the Owl Call My Name by Margaret Craven

Color of Water by James McBride

A Million Little Pieces by James Fry

Home On Mango Street by Sandra Cisneros

Angela's Ashes by Frank McCord

The Red Tent by Anita Diamant

A Tree Grows in Brooklyn by Betty Smith

The Power of One by Bryce Courtenay

Cold Mountain by Charles Frazier

Sarah by Orsin Scott Card

Black Bird by Jennifer Lauck

A Civil Action by Jpnathan Hass

Race, Class, Gender in the United States by Paula Rothenberg

There are many others you can select.

STATE OF MINNESOTA
BOARD OF COSMETOLOGIST EXAMINERS

In the Matter of VN Beauty School

STIPULATION AGREEMENT
AND CONSENT ORDER

STIPULATION

This stipulation is entered into by the respondents VN Beauty School, Carolyn Kraskey, Hoa Phan, and Mai Truong and the Minnesota Board of Cosmetologist Examiners' complaint committee. The parties stipulate to the following:

1. VN Beauty School held Minnesota Cosmetologist School License No. 16000419 until its closure on May 8, 2018.

2. Carolyn Kraskey holds the following Minnesota cosmetology licenses: Cosmetology Instructor License No. 16012621, valid through February 28, 2020; and Cosmetologist Salon Manager License No. 16393213, valid through February 28, 2020. Kraskey held Cosmetologist School Manager License No. 15006720, until it expired on February 28, 2019.

3. Hoa Phan holds Nail Technician Instructor License No. 16000223, valid through January 31, 2020 and held Nail Technician Operator License No. 15118712, until it expired on January 31, 2019.

4. Mai Truong holds Cosmetologist Salon Manager License No. 18052513, valid through April 30, 2021. Truong held Cosmetology Instructor License No. 15023321 and Cosmetologist School Manager License No. 15007620, until both licenses expired on April 30, 2019.

5. Truong was the owner of VN Beauty School, Kraskey was employed as the school manager and as an instructor, and Phan was employed as an instructor. Based on multiple

routine inspections of VN, the Board commenced an investigation of the school in April 2017, that revealed that the respondents violated multiple provisions of Minnesota law. The violations included: 1) failing to properly instruct students on procedures for infection control in violation of Minn. R. 2110.0740, subp. A (2017); 2) allowing clocked-in students to leave the school, clocking in students who were not present, preparing false timecards, and generating incomplete or false student-service-quota records in violation of Minn. R. 2110.0680, subps. A, C (2017); 3) failing to have two licensed instructors on premises at all times and to supervise all services performed by students in violation of Minn. R. 2110.0630, subp. A (2017); 4) failing to maintain accurate and complete student progress reports in violation of Minn. R. 2110.0670, subp. E(3) (2017); 5) allowing students to graduate with less than the required 350 hours of instruction in violation of Minn. R. 2110.0530, subp. A (2017); and 6) failing to cooperate with Board inspectors in violation of Minn. R. 2110.0125, subp. 1, A (2017).

6. The respondents acknowledge that they have been advised of their right to present argument to the Board and to appeal from any adverse determination at a hearing, and the respondents hereby expressly waive those rights. The respondents further acknowledge that they have been represented by counsel. The respondents understand that they have the right to proceed to a contested-case proceeding regarding any proposed disciplinary action against their Minnesota cosmetologist licenses and that if they sign this document, and the Board adopts this stipulation and issues the proposed consent order, they are waving that right and their pending contested-case proceeding will be dismissed. The respondents have agreed to informal disposition of this matter without further proceedings as provided under Minn. Stat. § 14.59 (2018) and Minn. R. 1400.5900 (2017).

7. The following order is in the public interest.

NOW, THEREFORE, in consideration of the foregoing, the respondents and the Board's complaint committee agree that, if the Board adopts this stipulation, the Board may issue a consent order, and the following terms will become effective:

I. The Cosmetology Instructor and Cosmetologist Salon Manager Licenses of Carolyn Kraskey are hereby **REVOKED** and shall not be reinstated. Kraskey shall not at any time apply to renew her expired Cosmetologist School Manager license or apply for any other license issued by the Board.

II. The Nail Technician Instructor License of Hoa Phan is hereby **REVOKED** and shall not be reinstated. Phan shall not at any time apply to renew his expired Nail Technician Operator License or apply for any other license issued by the Board.

III. Mai Truong shall not at any time apply to renew her expired Cosmetology Instructor and Cosmetologist School Manager licenses or provide instructor training courses, practice as a substitute instructor, or provide continuing education courses. Additionally, Truong shall pay a \$3,000 civil penalty due 30 days from the date Truong signs this stipulation agreement.

IV. This order shall be effective upon signature by or on behalf of the Board.

The parties have executed this stipulation on the dates written below.

DATED: 10/21, 2019

Subscribed and sworn to before me on Oct 21st, 2019.

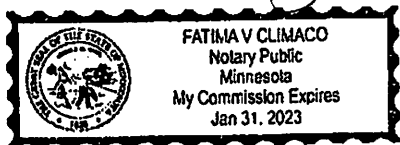
NOTARY PUBLIC

My Commission expires Jan 31, 2023.

VN BEAUTY SCHOOL

By: [Signature]
(Name)

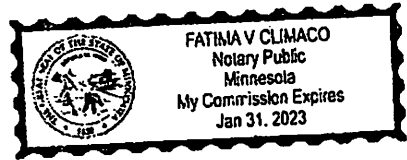
Its: owner
(Title)



DATED: 10/21, 2019

Carolyn Kraskey
CAROLYN KRASKEY

Subscribed and sworn to before me on Oct 21st, 2019.



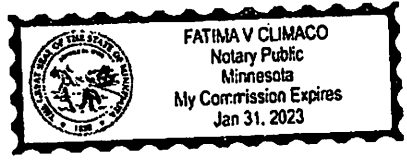
NOTARY PUBLIC

My Commission expires Jan 31, 2023

DATED: 10/21/2019

Manh Phan
HOA PHAN

Subscribed and sworn to before me on Oct 21, 2019.



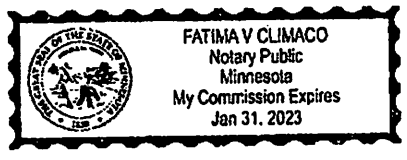
NOTARY PUBLIC

My Commission expires Jan 31, 2023

DATED: 10/21/19, 2019

Mai Truong
MAI TRUONG

Subscribed and sworn to before me on Oct 21st, 2019.



NOTARY PUBLIC

My Commission expires Jan 31, 2023

DATED: Nov 1, 2019

Chelsea Anderson
CHELSEY ANDERSON

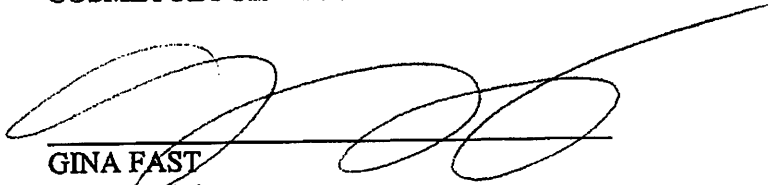
Minnesota Board of Cosmetologist Examiners
Complaint Committee

CONSENT ORDER

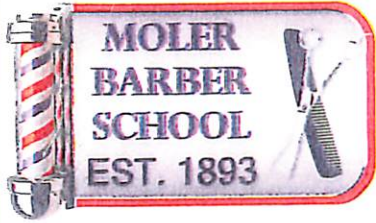
The Minnesota Board of Cosmetologist Examiners has reviewed the stipulation between VN Beauty School, Carolyn Kraskey, Hoa Phan, and Mai Truong and the Board's complaint committee. The Board adopts and incorporates the stipulation in full. Accordingly, as of the date of this order, the Cosmetology Instructor and Cosmetologist Salon Manager Licenses of Carolyn Kraskey are hereby revoked and shall not be reinstated. Kraskey shall not at any time apply to renew her expired Cosmetologist School Manager license or apply for any other license issued by the Board. The Nail Technician Instructor License of Hoa Phan is hereby revoked and he shall not be reinstated. Phan shall not at any time apply to renew his expired Nail Technician Operator License or apply for any other license issued by the Board. Mai Truong shall not at any time apply to renew her expired Cosmetology Instructor and Cosmetologist School Manager licenses or provide instructor training courses, practice as a substitute instructor, or provide continuing education courses. Additionally, Truong shall pay a \$3,000 civil penalty.

**MINNESOTA BOARD OF
COSMETOLOGIST EXAMINERS**

Dated: 11/11, 2019



GINA FAST
Executive Director
Minnesota Board of Cosmetologist Examiners



5D

Received By

JAN 25 2021

MN Barber Board

Board Members,

I would like to request that the classes for the Barber Instructor Exam be continued at Moler Barber School. I have developed the courses based on my class work from the U of M and research to update the information. These classes are made to be relatable to our industry. I have had a very positive response from those attending.

Most of the Barbers that would attend are not concerned about the college credits they would receive. Cost is also an issue for attending college programs as well as the time. We hold class on Wednesday afternoon so it is easier for them to attend on a slow day in the shop.

I am ready to answer any questions you may have about the classes.

Thank you for your time and consideration,

Terrie M Mau

Moler Barber School

763-710-9093

MOLERBARBERSCHOOL@HOTMAIL.COM

Syllabus for:

Course Development

This course will prepare instructors to design instructional programs focused on assisting learners to develop desired competence. It will also focus on developing a course syllabus to facilitate clarification of course expectations.

Objectives

- * Document the context and content of a course you wish to teach.
- * Identify functions and behaviors that a person will be expected to perform after completing the course.
- * State behavioral objectives.
- * Select a method format for presenting a lesson.
- * Develop a lesson plan.

Outline/Topics

- * Meeting the needs of the information age
- * Instructional expectations
- * Learner expectations
- * Content selection
- * Effectiveness of various media for various purposes
- * Types of feedback methods

Instructional Strategies

This course will use a combination of lecture, discussion, and some homework.

Grading

- | | |
|---|-----------|
| * In-class participation | 20 points |
| * Written Course syllabus | 50 points |
| * List of expected functions for a course | 20 points |

Syllabus for:

Foundations of Philosophy and Practice of Career and Technical Education

This course will focus on contemporary career and technical education by examining the tenets of the field.

Objectives

- * Evaluating the need for career and technical education.
- * Identifying participants with respect to age, grade levels, socio-economic groups, gender, geographic location, and occupational goal.
- * Analyze future demographic trends and the implications.
- * Develop a personal philosophy of career and technical training.

Outline/Topics

Philosophical bases of Career and Technical Education

- * Historical overview
- * Goals and purposes
- * Relationship of social policy in the development of CTE
- * Institutions offering CTE both public and private
- * Personal philosophy

Market Demand

- * Industry projections
- * Current needs
- * Future demographics

Instructional Strategies

This course will use a combination of lecture, discussion, and some homework.

Grading

Your final grade for this course will be determined by the following measures:

- | | |
|--|-----------|
| *In-class participation | 30 points |
| *Written personal philosophy | 50 points |
| *Written future needs for our industry | 20 points |

Pass - All assignments were completed at the level necessary to meet requirements.

Fail - Assignments were not done at the level necessary.

Incomplete - Non participation in class/No assignments completed.

Syllabus for:

Instructional Methods

This course will provide theory and practice in instructional methods and techniques. It is focused on various teaching methodologies.

Objectives

- * Deliver instruction using a variety of methods.
- * Apply classroom motivational techniques, classroom management techniques, and strategies associated with providing education.
- * Select methods and media consistent with a performance-based lesson.

Outline/Topics

- * Introduction to teaching and learning
- * The lecture
- * The demonstration
- * Questioning
- * Discussion
- * Developing instructional material
- * Motivating learners
- * Addressing individual differences

Instructional Strategies

This course will use a combination of lecture, discussion, and some homework.

Grading

- | | |
|--------------------------|-----------|
| * In-class participation | 30 points |
| * Written lesson plan | 40 points |
| * Mind Map | 30 points |

Syllabus for:

Student and Trainee Assessment

This course will focus on the development of tests of knowledge and learning progress reporting systems. This course will be focused on the application of tests and other evaluation methods to assess and report learning that has taken place.

Objectives

- * Differentiate between measurement and evaluation.
- * Develop test items to measure attainment of objectives.
- * How to evaluate persons with special needs.
- * Interpret standardized test data.
- * Structure a test according to tenets of good test construction.

Outline/Topics

- * Measure vs. evaluation
- * Authentic assessment
- * Differentiating psychomotor, cognitive, and affective skills

Knowledge base testing

- * Indexing test items to related theory and information
- * Writing different types of items
- * Assembling a test
- * Administering and scoring a test

Evaluating teaching effectiveness

- * Student evaluations
- * Peer evaluations
- * Administrative evaluations
- * Learner and employer follow-up

Instructional Strategies

This course will use a combination of lecture, discussion, and some homework.

Grading

- | | |
|--|-----------|
| * In-class participation | 30 points |
| * Knowledge based test | 30 points |
| * Written personal philosophy of testing | 40 points |

Pass - All assignments were completed at the level necessary to meet requirements.

Fail - Assignments were not done at the level necessary.

Incomplete - Non participation in class/No assignments completed.

HUMAN RELATIONSMODULE 1 UNDERSTANDING TERMS

Read Page 4-6

Be prepared to discuss how you can relate to and understand the meaning and significance as it relates to teaching.

PROJECT ASSIGNMENT MODULE 1

Read chapter 2 up to page 22

Read the summary on page 32

Write a short paper describing your cultural awareness.

Relate your personal experience of becoming aware so you would be more culturally competent.

How does the diversion of American society effect teaching methods?

DUE DATE WILL BE:

HUMAN RELATIONS**MODULE 2 UNDERSTANDING RACISM, PREJUDICE, AND WHITE PRIVILEGE**

Read chapter 3, Page 34 - 45

Define the difference between racism and prejudice.

How do you feel the "displacement theory" holds up in real life.

Does "institutional racism" play a role in barber schools.

PROJECT ASSIGNMENT MODULE 2

Make a list of what you perceive the difference to be between racism and prejudice.

Address your attitude of displacement and institutional racism.

DUE DATE WILL BE:

HUMAN RELATIONS**MODULE 3 BECOMING AWARE**

Read pages 78-92

PROJECT ASSIGNMENT MODULE 3

Write a paper with the answers to these questions.

1. Are you more a product of heredity or your environment?
2. Do your actions reflect your values?
3. What do you value?
4. Why do you make the decisions you make?
5. How do these decisions and actions effect your teaching skills?

HUMAN RELATIONS**MODULE 4 COMMUNICATION SKILLS**

Read Chapter 5 Becoming Aware

PROJECT ASSIGNMENT MODULE 4

Write a paper answering the questions below.

1. Why is communicating important?
2. Why do people you associate with understand/ not understand you?
3. How can you give another person constructive criticism without causing them to be defensive?
4. What techniques would you use in the classroom to improve communication with students?
5. Which responsive styles will work best with students?

Course Development for Career and Technical Education

ED331

By Instructor Mr. Rodriguez

In this course we are going to explore different ways of organizing and writing course development curriculum. Creating structured lesson plans that efficiently articulates an academic course is what we will be learning. Planning, scheduling, grading, and recording methods is what this course will also consist of. This course will also expand on course development for special learning needs students.

Materials Needed

- Access to a computer
- Rives Hassell-Corbiel *“Developing Training Courses: A technical writer’s guide to instructional design and development”*
- Milady’s Barber Book 6th edition

Teachers Expectation

The assignments for this course consists of utilizing basic course structure templates and understanding that high-tech programs such as excel facilitates course development for career and technical education. You will have an excel spreadsheet assignment which creates a grading system. We will dissect a chapter to its’ rudimentary structure form and create a course development lesson plan. You are expected to understand learning objectives and create a course development comprehensive plan based on any barbering theme.

Grading

The grading formula for your section of human relations ED351 is as follows:

Response papers and participation	50%
Quizzes	30%
Final Exam	20%

Grades of “B” and “A” are earn through overall participation and demonstrating effort and commitment through out the course and critical inquiry along with responsive to the intellectual work of the course.

(Continue)

Calendar and Important Notes

The following schedule lists the due dates for stages of the assignments. There will be class discussion and informal writings due through out the course. The syllabus is subject to change as circumstances warrant.

Calendar dates are *to be determined* and subject to change as circumstances warrant.

- | | |
|-----|---|
| TBD | Understanding why course development is important
Discuss the structure of the Milady Barbering Book 6 th edition
Differentiate between lesson plans, syllabus, and curriculum |
| TBD | Read and Annotate <i>Developing Training Courses: A technical writer's guide to instructional design and development</i> |
| TBD | Read and Annotate <i>Developing Training Courses: A technical writer's guide to instructional design and development</i> |
| TBD | Read and Annotate <i>Developing Training Courses: A technical writer's guide to instructional design and development</i>
HW Read and Annotate <i>Read and Annotate Developing Training Courses: A technical writer's guide to instructional design and development</i> |
| TBD | Discuss/ Read and Annotate <i>Developing Training Courses: A technical writer's guide to instructional design and development</i>
Classroom demonstration on using excel sheet for grade recording purposes |
| TBD | Read and Annotate <i>Developing Training Courses: A technical writer's guide to instructional design and development-Quiz</i>
Discuss English barriers when developing a course for the class. |
| TBD | Read and Annotate <i>Developing Training Courses: A technical writer's guide to instructional design and development</i>
Discuss visual aids and engaging the classroom without falling off topic
Discuss final exam |
| TBD | Final Exam Create a course development on a barber theme |

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Introduction to Career and Technical Education

ED321

By Instructor Mr. Rodriguez

Introduction to Career and Technical Education (CTE) offers an in-depth study approach of the discipline in teaching specific career skills to students in a post-secondary education environment. It is fair to say that we will be drawing from our own individual experiences as a whole and learn how to maximize efficiency of conveying a learning objective into the classroom and clinical floor.

This course will also cover networking and co-workers in the workplace. Having a game plan and identifying the common objective in career and technical education is what this course is geared towards to.

Materials Needed

You will need the following texts:

- Spencer G. Niles "*Career Development Interventions, 5th edition*"
- Wendy Custable "*Collaboration CTE*"

Teachers Expectation

You should plan to write often. Most of the writing will be handwritten. There will be informal and academic writings on how to maximize practical teachings in a career and technical setting. The writing assignments will be used as a grading and gauging mechanism. We will build in areas that are challenging to each one of you as an individual and work towards reaching the common goal of understanding the discipline of Career and Technical Education in the barbering industry.

This course will challenge your critical and rhetorical skills as we discuss the readings and writings of collaborations in Career and Technical Education training. You will be required to develop your mass communicating skills by preparing for a demonstration.

Grading

The grading formula for your section of human relations ED351 is as follows:

Response papers and participation	50%
Quizzes	30%
Final Exam	20%

Grades of "B" and "A" are earned through overall participation and demonstrating effort and commitment throughout the course and critical inquiry along with responsive to the intellectual work of the course.

(Continue)

Calendar and Important Notes

The following schedule lists the due dates for stages of the assignments. There will be class discussion and informal writings due through out the course. A class presentation will be your final exam. The syllabus is subject to change as circumstances warrant.

Calendar dates are *to be determined* and subject to change as circumstances warrant.

- TBD Introduction- What is Career and Technical Education?
How does it apply in the barbering industry as educators?
Read and Annotate *Career Development Interventions, 5th edition*
- TBD *Read and Annotate Career Development Interventions, 5th edition*
Class discussion
HW Read and Annotate *Career Development Interventions, 5th edition*
- TBD Discuss the home work readings
Read and Annotate *Career Development Interventions, 5th edition*
Write a brief assessment of your personal understanding of career and technical education.
- TBD *Read and Annotate Career Development Interventions, 5th edition*
Lab activity of conveying the literature message into practical training
Intro into career development and technical education
HW Continue to Read and Annotate *Career Development Interventions, 5th edition*
- TBD Discuss/ Read and Annotate *Read and Annotate Career Development Interventions, 5th edition*
- TBD Review *Career Development Interventions, 5th edition* Quiz
Write a 2-4 page report on "How an instructor can apply the methods learn into curriculum"
HW read and annotate *Collaboration for Career and Technical Education*
- TBD Read and Annotate *Collaboration for Career and Technical Education*
Co-Workers in the workplace and the role they play
Accountability in our profession
The future of tech devices and teaching
- TBD Read and Annotate *Collaboration for Career and Technical Education*
Discuss overcoming challenges and anxiety in our profession.
Elaborate on constructive criticism.

- TBD Work on researching your presentation on: “Challenges that might arise and your coping mechanism”
- TBD Presentation-Final Exam

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Instructional Methods for Career and Technical Education ED341

By Instructor Mr. Rodriguez

Teaching methods vary among students. Applying compatible instructional methods towards a mixture of learning styles is important in achieving quality (CTE) instructors. Implementing a (CTE) curriculum within the scope of a career pathways and programs of study, requires, instructors to have a thorough understanding of not only career development but instructional methods as well.

ED 341 explores an array of instructional methods applied to career and technical education (CTE). This course will cover instructional methods which will generate academic achievement by integrating rigorous, grade-level literacy and numeracy. Engaging every student, especially special learning needs, is a skill developed through academic literature and classroom discussion. This course builds on the intrinsic needs of an individual as students and educators.

Materials Needed

- **Milady Barber Book 6th Edition**
- **Sandra Adams/Gwen Leiminger “Next Level Classroom Instruction for CTE Teachers”**
- **Post it Notes**

Teachers Expectation

By integrating our work-related experiences and the academic literature of study we will be expanding our perspective of how to instruct a classroom as a whole. You are expected to offer your perspective on what type of educator you envision to be. You will write informal essays of low-tech and high-tech instructional approach. Understanding and identifying a student’s learning style will develop the skill necessary to host a mock-trial run in front of the classroom, consistent of your peers and guests.

Grading

The grading formula for your section of human relations ED351 is as follows:

Response papers and participation	50%
Quizzes	30%
Final Exam	20%

Grades of “B” and “A” are earned through overall participation and demonstrating effort and commitment through out the course and critical inquiry along with responsive to the intellectual work of the course.

(Continue)

Calendar and Important Notes

The following schedule lists the due dates for stages of the assignments. There will be class discussion and informal writings due through out the course. The syllabus is subject to change as circumstances warrant.

Calendar dates are *to be determined* and subject to change as circumstances warrant.

- TBD Understanding the basics of instructional methods for career and technical education
Discuss the structure of the Milady Barbering Book 6th edition
Write one page essay on your own method of instructing a group
- TBD Read and Annotate *Next Level Classroom Instruction for CTE Teachers*
- TBD Read and Annotate *Next Level Classroom Instruction for CTE Teachers Quiz*
- TBD Read and Annotate *Next Level Classroom Instruction for CTE Teachers*
HW Read and Annotate *Next Level Classroom Instruction for CTE Teachers*
- TBD Discuss/ Read and Annotate *Next Level Classroom Instruction for CTE Teachers*
and discuss conceptual ideas on identifying an individual learning style, learning needs, or English barriers
- TBD *Next Level Classroom Instruction for CTE Teachers Quiz*
Start brainstorming/researching/writing your mock teaching trial
Class discussion
- TBD Final Exam-Mock trial of classroom instructing

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HUMANS RELATIONS

ED351

By Instructor Mr. Rodriguez

Human Relations ED351 focuses on having effective communication skills. In developing ones interpersonal skills, it will facilitate a career as an instructor. This course will demonstrate the needs of a formal organization interacting with individual needs. By adopting formal organizational policies, procedures and identifying general cultural patterns it will clarify misconceptions and help in understanding individuals messages either verbally or by ones body language. As professionals and educators it is imperative that we hold our selves to higher standards.

This course will also review word terminology among cultural diversity.

Materials Needed

- **Milady Barber Book 6th Edition**
- **Pierce College “Human Relations in the workplace”**
- **Post it Notes**

Teachers Expectation

In this course you are expected to learn the social dynamics of our diverse community. By improving our interpersonal skills and having a comprehensive understanding of practicing tolerance towards emotional attitudes will elevate our professionalism required in being an educator. You are expected to identified general and subtle cultural patterns and explain how to address examples of controversial outcomes. By learning different approaches to positive/negative situations you will create a positive rapport in a vocational technical setting. You are expected to analyze the reading material in question and write brief essays on the chapter of study and incorporated into past workplace experiences.

Grading

The grading formula for your section of human relations ED351 is as follows:

Response papers and participation	50%
Quizzes	30%
Final Exam	20%

Grades of “B” and “A” are earn through overall participation and demonstrating effort and commitment through out the course and critical inquiry along with responsive to the intellectual work of the course.

(Continue)

Calendar and Important Notes

The following schedule lists the due dates for stages of the assignments. There will be class discussion and informal writings due through out the course. The syllabus is subject to change as circumstances warrant.

Calendar dates are *to be determined* and subject to change as circumstances warrant.

- TBD Introduction to human relations/Discussion of our understanding of human relationship
Briefly discuss Milady's Barbering Book of interpersonal skills and professionalism in the workplace. Write one page essay on how to apply human relations in a school setting
- TBD Read and Annotate *Human Relations in the workplace* pp 1-62 Quiz
- TBD Read and Annotate *Human Relations in the workplace* pp 63-120 Quiz
- TBD Read and Annotate *Human Relations in the workplace* pp 121-183
HW Read and Annotate *Human Relations in the workplace* 184-215
- TBD Discuss Read and Annotate *Human Relations in the workplace* **and**
Conceptual ideas on identifying common mistakes in the workplace and school setting
Read and Annotate *Human Relations in the workplace* pp 216-234
- TBD Read and Annotate *Human Relations in the workplace* pp 234-275
Explore different situational approaches accordingly.
Class discussion
- TBD General overview of the coursework
Discuss terminology among the diversified school/workplace setting
1 page essay on expectations in the field
- TBD Final Exam

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Philosophy and Practice of Career and Technical Education

ED311

By Instructor Mr. Rodriguez

The foundation of philosophy and practice of career and technical education will be based on a mixture of essentialism, pragmatism, and existentialism concepts. This course is the study of reflective examples which articulate and demonstrate your beliefs about teaching and learning. In taking this course you will be able to understand the dynamics of other beliefs and perspectives. This course will guide you through the foundation of philosophy and explain how they relate to career and technical education. By doing so, it will clarify what we teach, how, why, and to whom.

Materials Needed

You will need the following texts:

- a dictionary
- Miller, Melvin D. *Principles and Philosophy for Vocational Education*

Teachers Expectation

You should plan on doing a lot of comprehensive reading and using your dictionary as you will encounter terminology not used in our daily conversations. Daily writings will be turned in on a weekly basis. We will analyze common philosophy terminology and concepts. Philosophical assessments will be writing and clarification will be discussed and applied towards Career and Technical Education.

John Rawls will be a topic of discussion so you can have a better understanding of others perspective and expectations. You will share your own internal philosophical reactions towards controversial topics and learn to identify similar patterns among students.

Grading

The grading formula for your section of human relations ED351 is as follows:

Response papers and participation	50%
Quizzes	30%
Final Exam	20%

Grades of "B" and "A" are earned through overall participation and demonstrating effort and commitment throughout the course and critical inquiry along with responsive to the intellectual work of the course.

(Continue)

Calendar and Important Notes

The following schedule lists the due dates for stages of the assignments. There will be class discussion and informal writings due through out the course. A class presentation will be your final exam. The syllabus is subject to change as circumstances warrant.

Calendar dates are *to be determined* and subject to change as circumstances warrant.

- TBD Introduction to Philosophy and Practice of Career and Technical Education
 What do we actually know about Philosophy and Career and technical Education
 Brief summary of traditional and contemporary philosophy concepts
 Read and Annotate Principles and a Philosophy for Vocational Education
- TBD Read and Annotate Principles and a Philosophy for Vocational Education
 HW Read and Annotate Principles and a Philosophy for Vocational Education
- TBD Discuss the home work readings
 Read and Annotate Principles and a Philosophy for Vocational Education
 Group Activity and Discuss inductive and deductive reasoning in the barber field
 HW Discuss MN 154 and Ch. 2100 and how they relate to the philosophical principles of Career and technical education
- TBD Read and Annotate Principles and a Philosophy for Vocational Education
 HW Read and Annotate Principles and a Philosophy for Vocational Education
- TBD Discuss/ Read and Annotate Principles and a Philosophy for Vocational Education
 Write an assessment on your own understanding of philosophy within the classroom
 HW Research John Rawls
- TBD Review and Discuss John Rawls' Veil of Ignorance concept
 Read and Annotate Principles and a Philosophy for Vocational Education
 Quiz
- TBD Read and Annotate Principles and a Philosophy for Vocational Education
 Writing assignment on identifying different cultural view from our own
- TBD Read and Annotate Principles and a Philosophy for Vocational Education
 Lecture on the need of essentialism, pragmatism, and existentialism awareness in the barber field.
 3 page writing assignment on your understanding of philosophy and practice of career and technical education.
- TBD Class review and preparedness for the final exam

TBD

Final Exam

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Townsend Barber Institute
694 County Rd. B. W.
Roseville, MN 55113
(651)330-9098

Minnesota Board of Barber Examiners:

Townsend Barber Institute offers: Vocational Barber Instructor Training

This course is for current Registered Barbers who desire a future as a MN Licensed Barber Instructor.

Objective

The barber instructor training course is designed to prepare licensed barbers for the MN state board licensing exam. The course offers training in lesson planning and their practical applications, preparing graduates for entry level employment as an instructor in a barber school.

Course Description

The training encompasses all phases of preparing to become an instructor in a barber school, to include **(Intro to career and technical education training)**, lesson planning, and practical application.

Lesson Planning-(100 hours) (Course Development) Originate, prepare, enact, testing and grading.

General- (200 hours) Book knowledge, **(Instructional Method)** student motivation, **(philosophy)** teaching techniques, visual aid equipment, classroom management, product knowledge and barber state law. (Stat. #154) & rules (2100).

Physical- (200 Hours) clinic floor management, **(Human relations)** haircutting, shaving, facials, shampooing, hair color/ lightening relaxers, permanent waving etc.

Statute. 154.065 Subd. (2)

Qualifications. A person is qualified to receive a certificate of registration as an instructor of barbering who:

1. Is a graduate of an approved high school, or its equivalent, as a determined by examination by the Department of Education.
2. has successfully completed vocational instructor training from a board-approved program or accredited college or university program that includes the following courses or their equivalents as determined by the board:

Required Courses to complete Include:

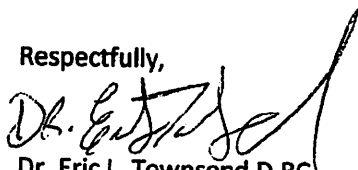
- Intro to career and technical education training
- philosophy and practice of career and technical education
- course development for career and technical education
- Instructional methods for career and technical education
- Human relations.

We are excited to offer each of these required courses, integrated inside of Townsend Barber Institute's Vocational Barbering Instructor Training course.

See Attached: "INSTRUCTIONAL METHOD" (Examples of 2 Lesson Plans)

Thank you, for your time.

Respectfully,



Dr. Eric L. Townsend D.BC
 Director/Instructor
 Townsend Barber Institute
 (651)330-9098

ELT

Instructional Method

LESSON PLANS
By ERIC L. TOWNSEND

COURSE TITLE: BARBERING

UNIT: 6 UNIT TITLE: Sterilization & Sanitation

PHYSICAL AGENTS: MOIST HEAT

1. TEMP. FOR BOILING WATER? _____
2. _____ -KILLS BACTERIA AND SPORES.
3. _____ IS USED TO STERILIZE SHEETS, TOWELS, GAUZE, COTTON AND SIMILAR MATERIALS.
4. _____ -USED IN AN ELECTRIC SANITIZER TO KEEP SANITIZED IMPLEMENTS SANITARY

CHEMICAL AGENTS:

5. _____ & _____ ARE USED IN BARBER-STYLING SHOPS.
6. _____ (fumigants) IN A CABINET SANITIZER ARE USED TO KEEP SANITIZED IMPLEMENTS SANITARY ?

7. PROCESS OF RENDERING AN OBJECT GERM-FREE

WHAT ARE SANITIZER?

8. _____ -COVERED RECEPTICALE LARGE ENOUGH TO HOLD A DISINFECTANT SOLUTION IN WHICH OBJECTS COMPLETELY IMMERSED ?
9. _____ or _____ - SANITIZER IS AN AIR TIGHT CABINET

WHAT ARE DISINFECTANT & ANTISEPTICS ?

10. A _____ DESTROYS BACTERIA
11. A _____ SUBSTANCE THAT MAY KILL OR RETARD THE GROWTH OF BACTERIA

WHAT ARE THE REQUIREMENTS FOR A GOOD DISINFECTANT

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Question-Answer
LESSON PLAN

COURSE TITLE: BARBERING

UNIT: 6 UNIT TITLE: Sterilization and Sanitation

PROBLEM STATEMENT:

What are the key factors in sterilization and sanitation

LEARNING OBJECTIVES:

The students should be able to...

1. Describe the various methods of sterilization.
2. Explain why sterilization and sanitation are important to barber-stylist.
3. Describe how the spread of disease can be prevented.
4. Identify the methods of sanitation used in the barber-styling shop.
5. List safety precautions for chemical sanitizing solutions.
6. Discuss the Rules of Sanitation.
7. Describe the responsibilities of safe work practices in the barber-styling shop.

References, Learning Resources, Materials, Equipment:
"Milady's Standard Textbook of Professional Barber-Styling" Revised Edition—Copyright 1984, 1993 Milady Publishing Company

TEACHING PROCEDURE: (Attention Focusing, Anticipatory Set, and Interest approach)

Activity: Show bag of hair & unsanitized tools

Leading Questions:

1. What are the most common problems with hair easily seen by the eye?
 2. What are some of the best ways to clean & disinfect tools & implements?
 3. What can happen as a result of not sterilizing or disinfecting tools & equipment?
-

LESSON SEQUENCE: (demonstration, direct instruction, key questions, activity description, learning activities, procedure, discussion outline)

- 5 minutes Introduction
- 5 minutes Attention Focuser (hair or tools)
- 5 minutes Begin class discussion
- 15 minutes Supervised Study
Read Materials
- 20 minutes Continue discussion
- 5 minutes Closure (summary)

PROBLEM SOLUTION

Layout of the plan...

Key Question #1 What are the methods of sterilization & sanitation?

1. Physical agents:

a. Moist heat.

1. **Boiling water** at 212 degrees for 20 minutes.
2. **Steaming-** kills bacteria and spores (usually in a pressure sterilizer).

b. Dry heat- used to sterilize sheets, towels, gauze, cotton, and similar materials.

c. Ultraviolet rays-used in an electric sanitizer to keep sanitized implements sanitary.

2. Chemical agents:

a. Antiseptics and disinfectants are used in barber-styling shops.

b. Vapors (fumigants) in a cabinet sanitizer are used to keep sanitized implements sanitary.

Key Question #2 What is sterilizing?

a. Process of rendering an object germ-free by destroying all bacteria, whether beneficial or harmful.

b. HEALTH DEPT. AND STATE BOARDS RECOGNIZE THAT IT IS IMPOSIBLE TO COMPLETELY STERILIZE IMPLEMENTS & EQUIPMENT IN SCHOOL & SHOPS- Therefore it is recognized that implements and equipment are sanitized rather than sterilized.

Key Question #3 What are sanitizers?

- a. Wet sanitizer- covered receptacle large enough to hold a disinfectant solution in which objects can be completely immersed.
- b. Dry or cabinet sanitizer-is an air-tight cabinet containing an active fumigant (vapor used to keep clean objects sanitary).

Key Question #4 What are disinfectants & antiseptics?

- a. Disinfectants- destroys bacteria and is used to Sanitize implements.
- b. Antiseptic- substance that may kill or retard the growth of bacteria without killing them.
Antiseptics generally can be used safely on the skin.

Key Question # 5 What are Requirements for a good disinfectant?

1. Convenient to prepare
 2. Quick acting
 3. Preferably odorless
 4. Non- corrosive
 5. Economical
 6. Non-irritating to skin
-

PROBLEM CONCLUSION AND /OR SUMMARY:

Teacher-state the key Question

Ask students (in their own words) to answer the Key Question.

EVALUATION OF THE TEACHING/ LEARNING PROCESS:

In this problem we have practiced...

HIGHER ORDER THINKING LEVEL (Identify levels with students)**Cognitive**

- 6. Evaluation
- 5. Synthesis
- 4. Analysis
- 3. Application
- x 2. Comprehension
- x 1. Knowledge

Psychomotor

- 5. Naturalize
- 4. Articulate
- 3. Precision
- 2. Manipulate
- 1. Imitate

Affective

- 5. Characterize
- 4. Organize
- x 3. Value
- 2. Respond
- 1. Receive

Steps & Key Points

LESSON PLAN

COURSE TITLE: Barbering

UNIT: 5 **UNIT TITLE:** Barber Implements, Tools & Equipment

LESSON: Choosing the right tools to give a Haircut

PROBLEM STATEMENT:

What procedures should Eric follow, in choosing the tools to give a haircut?

LEARNING OBJECTIVES:

The students should be able to...

1. Identify barber-styling implements, tools, and equipment.
2. Identify the parts of the shears, clippers, and razors.
3. Demonstrate the correct techniques of holding combs, shears, clippers, trimmers and razors.
4. Discuss the care and sanitation procedures for implements.

REFERENCES, LEARNING RESOURCES, MATERIALS & EQUIPMENT:

"Milady's Standard Textbook of Professional Barber- Styling" Revised Edition-
Copyright 1984, 1993 Milady Publishing Company

TEACHING PROCEDURE:(Attention Focusing, Anticipatory Set, Interest Approach)

Activity: show students a picture of a unprofessional haircut.

Leading Questions:

Have you ever tried to cut someone's hair?

What do you think the problem is with most home haircuts?

What can you do to avoid messing up a haircut?

LESSON SEQUENCE: (demonstration, direct instruction, key questions, activity description, learning activities, procedure, discussion outline)

5 minutes	Introduction
2 minutes	Attention Focuser
5 minutes	Begin class discussion
10 minutes	Supervised study- read bulletin if necessary
30 minutes	Class discussion- List steps & key points, Draw steps from class
3 minutes	Closure- ask students to restate each step

PROBLEM SOLUTION

Layout of the plan...

STEPS	KEY POINTS
1. Identify the barber-styling implements tools, and equipment.	1.1 By the end of the first week know the Tools necessary to complete a haircut.
	1.2 know which order the tools are best professionally used.
2. Identify the parts of the shears, clipper and razor	2.1 know your tools by name and size 2.2 know all the working parts
3. Demonstrate the correct techniques of holding combs, shears, clippers, trimmers and razors.	3.1 Be prepared , show proper holding 3.2 Show correct usage of tools 3.3 how your fingers should be placed
4. Discuss the care & sanitation procedures for implements	4.1 know how to clean your implements 4.2 know how to maintenance your tools
PROBLEM CONCLUSION AND/OR SUMMARY:	
Ask the students to state the steps...	
Ask the students to add the key points on some steps if necessary.	
Follow with project of actually choosing the tools needed to give a professional haircut.	

Question & Answer

BARBER IMPLEMENTS, TOOLS & EQUIPMENT

1. Principal implements used in barber-styling? A. Comb, shears, clippers, trimmers, razor, brush and blow dryer.
2. What should barbers look for in implements? A. High quality, good workmanship, guarantee and reliability of manufacturer.
3. What determines the correct choice of combs? A. Type of service to be performed and the barber preference.
4. What style comb is used for general haircutting? A. All-purpose combs.
5. Name two ways in which a tapering comb can be used? For mustache trims and for blending around the ear areas.
6. Which comb is the best to use for flat tops? A. Wide tooth comb.
7. Name some uses for the tail comb? For sectioning long hair and for making partings to wrap on perm rods.
8. Name the important parts of haircutting shears? A. Moving point, moving blade, still points, still blade, two cutting edges, pivot screw, two shanks, finger grip, thumb grip and finger brace.
9. Distinguish between the German and French types of haircutting shears? A. The German type has no finger brace. The French type has a brace for the small finger.
10. How are the lengths of shears usually measured? Which one does the barber-stylist prefer? Shears are usually measured by half inches. 7 and 7 ½ inch lengths are mostly used.
11. What are the two main types of shear grinds, and which type is used most frequently? A. The plain grind and the corrugated grind. The plain grind is mostly used.
12. Give the finish of the various plain grinds. Which one does the barber-stylist prefer? A. Smooth, medium and coarse. The medium finish is preferred.
13. Name one way to determine a comfortable shear length? A. Measure the shear against the length of the base of the palm, to the tip of the middle fingers.
14. For what are thinning shears used? A. To remove excess bulk in the hair or to create texturing effects.
15. Name two types of hair clippers? A. Hand clippers and electric clippers.
16. Name two types of electric clippers? A. Magnetic type and motor driven.
17. Name the visible parts of an electric clipper? A. Cutting blade, still blade, heel, switch, set screw, and conducting cord.
18. Which type of clipper is recommended for making the outline around the ear? A. Edgers or outliner.
19. What size clipper blade gives the shortest cut? A. #0000.
20. Name two types of straight razors? A. Conventional straight razor and the changeable blade razor.
21. Name eight important points about razors? A. Their various parts, styles, widths, balance, lengths, tempers, grinds and finishes.
22. Name the eleven important parts of a razor? A. Head, back, shoulder, pivot, blade, point, edge, heel, shank, tang, and handle.

23. What is the proper way to care for razors? A. After it is used, strop and dry the razor and then apply a little castor oil over the blade.
 24. What is a hone? A. A solid block containing an abrasive for sharpening razors.
 25. Name three types of hones? A. Natural hone, synthetic hone, and combination hone.
 26. Name two kinds of natural hones? A. Water hone and Belgian hone.
 27. Which strops can be used by barber-stylists? A. Those made from canvas, cowhide, horsehide, and imitation leather.
 28. How are combs and brushes sanitized? A. Remove excess hair and dirt, wash in hot water, soap, and rinse; place into a disinfectant solution for 20 minutes, rinse, wipe dry, and place in dry sanitizer until needed.
 29. How are metal implements sanitized? A. With 70 percent ethyl alcohol.
-

INTERNAL CONTROLS BULLETIN

March 30, 2021 - Volume 13, Issue 3

End User Computing – Key Internal Controls

State of Minnesota employees play important roles in entering information. This includes entering figures into spreadsheets, documents, or forms, transforming data into usable and accurate reports, and even logging hours into timesheets. These entries into various applications, such as financial or personnel systems, are known as end user computing (EUC).

EUC has been around for decades, but the process and controls may have changed due to the recent shift in our work environment. As of November 2020, 63% of the State's employees worked remotely due to COVID-19. This has reduced paper functions, forced employees to modify how they do their work, and created the need for internal control changes due to new risks.

Spreadsheet, We Have a Problem

Surveys show 90% of spreadsheets have errors. Up to 1 in 5 businesses suffer financial losses due to those errors. EUC losses can be significant. Some examples include:

- In 2021 Citigroup lost a court battle to recoup \$504 million mistakenly wired to Revlon's lenders.
- In 2012 faulty equations in a spreadsheet and a problematic "copy-paste" process caused JP Morgan \$6.5 billion in losses and fines.
- In 2005 Kodak suffered an \$11 million severance pay error due to a typo.

Preventing and correcting EUC errors has always been challenging. Advances in applications often require changes for agencies, including the need

for training, time spent on risk assessment, and proper control design.

Action Steps - Controlling Potential Errors

Management may not always see EUC errors in files because staff often perform data entry. However, management must play a critical role in ensuring internal controls remain strong. Here are some controls everyone can use to SUPPRESS errors or fraud:

- Shield (never share) passwords, and change passwords often.
- Use download controls, spreadsheet protection controls, automation and/or macros to prevent changes to applications.
- Password-Protect sensitive documents.
- Revise and reconcile amounts in spreadsheets.
- Establish independent testing, data validation, or other change control activities.
- Secure files on agency networks to ensure they are backed up regularly.
- Separate duties within files.

Address EUC risks by designing focused controls and establishing procedures to implement them. Promote overall information security and decrease the risk of financial and reputational loss in your agency.

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Questions?

[Contact Paul Rehschuh](#), Internal Control Specialist.

INTERNAL CONTROLS BULLETIN

April 30, 2021 - Volume 13, Issue 4

Keep Them Separated

Perhaps the most well-known internal control is segregation of duties. This key control activity prevents one person from having sole custody over all aspects of a process or transaction cycle. It facilitates oversight on work performed and reduces errors since more than one person has an opportunity to produce and verify work. By separating functional responsibilities of a process, less opportunity exists for creating and concealing fraudulent activities while performing normal job tasks. Some of the most well-known cases of fraud happened because one person had too much ownership in a process.

Proper segregation of duties involves separating four functional responsibilities which are deemed as incompatible duties. These functions should not be performed by the same person:

- Authorizing or approving transactions (Approver)
- Recording transactions in the accounting records (Recorder)
- Maintaining custody of assets (Custodian)
- Reconciling or comparing recorded transactions to the related assets (Reconciler)

For State agencies using the SWIFT and SEMA4 systems, [SWIFT Security](#) and [SEMA4 Security Policies](#) offer resources such as role descriptions, forms, and ways to evaluate employee role assignments and to ensure appropriate system access. Annually, agencies must review and certify employee access and role compatibility.

Segregation of duties is vital to the financial and accounting processes but should also be achieved

in other agency programs or processes. To evaluate whether there should be separation of key responsibilities within a process, try this method:

- List the principal tasks that take place within the process
- Assign each task to one of the four functional areas if possible (Approver, Recorder, Custodian, Reconciler)
- List the employees next to their assigned tasks

If the same employee performs tasks in more than one of the functional areas, incompatible duties exist in the process. Reassign tasks to achieve appropriate segregation of duties.

Sometimes, segregation of duties cannot be achieved. Of all functional areas, reconciliation is the most important to separate. Reconciliation is an example of a compensating control. Reviews and analysis of reports and supporting documentation are also compensating controls used if segregation of duties is unattainable.

It is more challenging to maintain segregation of duties in the current work environment. Since many processes involve employees working remotely, management must communicate with staff and correct instances where separation may be lacking.

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Questions?

[Contact Jake Rossow](#), Acting Director of Enterprise Internal Controls.

Inspection Report

- I. Inspections as of 3/31/2021 to 5/5/2021**
 - a. Satisfactory = 99
 - b. Attempted = 24
 - c. Unsatisfactory = 0
 - d. Total Inspected= 123

- II. Online Accounts Created for Registered Barber & Barbershop**
 - a. 10-20

- III. Status of Registered Barber & Barbershop**
 - a. Frustration on declining services, less than 40%
 - b. Wants a fresh start at a new career path
 - c. Closing down & Unable to afford rent
 - d. Staff shortages
 - e. Unable to find reliable Registered Barber
 - f. Wants to become Instructors

- IV. Questions for the Barber Board/Executive Director/ Barber Inspector**
 - a. How soon will the mask mandate be lifted?
 - b. How many Barber Shops are active in Minnesota?
 - c. How many Barber School are there in Minnesota?
 - d. Renewal notice sent out (mail, email, etc.)?
 - e. Difficult to create online account and access?
 - f. Dual licenses by Great Clips/Cost Cutters/Fantastic Sam/Sport Clips/etc.?
 - g. How can we catch the people that are cutting without a license?
 - h. Early renewal process and fees?
 - i. Renewal process up to 3 years at a time, instead of yearly?
 - j. Taking the apprentice program out of the picture, not fair to the rest of the old timers?
 - k. What path are we taking to make the Barber industry more successful?

- V. Registered Barber & Barbershop**
 - a. Excited to see Inspector is one of their own and experienced.
 - b. Sad to hear that Thora has retired, and welcoming Brent as our newest Executive Director
 - c. Established a thorough communication with Registered Barber & Barbershop w/emails, mail, website, online, social media, etc.

- VI. Inspector training, seminar, and continuous education**
 - a. I'm in the process of researching possible training, seminars, and with continuing education on becoming a Barber Field Inspector to assist in the everyday tasks and duties.

BBE Budget Year 2021 - Revenue

4/30/2021

Account Description	Account	Grand Total
Apprentice Home Study Course	607569	\$7,800.00
Barber Initial Registration	607560	\$12,115.00
Credit Card Clearing	553094	\$571.83
Restoration-Registered Barber	607571	\$39,805.00
Shop Initial Registration	607563	\$5,610.00
Shop License Renewal	607554	\$27,115.00
Student Permit	607565	\$6,375.00
B15 Miscellaneous FeesB15 Misc	607575	\$2,146.50
License Verification	607579	\$375.00
Student Permit Renewal	607578	\$75.00
Instructor License Renewal	607555	\$1,920.00
Change of Ownership/Location	607568	\$715.00
Duplicate License	607570	\$640.00
Restoration of Barber Shops	607573	\$1,450.00
School Initial Registration	607564	\$2,060.00
Retake Written Exam Reg Barber	607576	\$90.00
Barber License Renewal	607557	\$115,680.00
Instructors Examination Fee	607559	\$360.00
School License Renewal	607553	\$1,400.00
Unlicensed or Unregistered	607582	\$900.00
Teacher Temporary Permit	607567	\$160.00
NSF Service Charge	607574	\$30.00
Total		\$227,393.33

BBE Budget Year 2021 Expenditure Details Summary

4/30/2021

Account	Monetary Amount	Customer/Supplier
410001 Full Time Salary Total	\$116,374.97	Salary
410002 Full Time Fringe Total	\$52,353.71	Insurance, etc.
410502 Overtime Salary + Fringe Total	\$33.08	Overtime
410701 Salary and Fringe Total	\$16,423.91	Separation Expense
410706 Board Member Comp Total	\$3,317.65	Board member per diem and travel
410709 Insurance	\$170.00	Workers Comp
411001 Rent Non-State owned space total	\$12,884.04	Rent
411006 Rent Other General Total	\$890.58	Parking and shared space
411101 Printing Non-state shops Total	\$1,309.53	Envelopes and license paper
411303 Advertising-Marketing	\$275.00	Position Advertising
411311 Legal Services (not AG)	\$320.00	Process Services - Sheriff
411325 Outside Vendor Other Services Total	\$500.00	Exam
411551 Postal Mailing Shipping Ser Total	\$2,719.52	Postage
411554 Wireless Communications Total	\$624.01	Cell Phone
411601 Travel Expense In-State Total	\$122.36	Inspector Meals
411602 Living Expense In-State Total	\$818.15	Inspector Lodging
411605 Private Auto Mileage In-State Total	\$1,610.06	Board Member Mileage
411606 Car/Vehicle Rental In-State Total	\$4,818.49	Inspector vehicle
411960 Rate-based MNIT Services Total	\$7,898.04	IT desktop, hardware, software services
411970 Agency-specific MNIT Services Total	\$4,375.00	IT Database
413001 Supplies, Materials and Parts Total	\$2,329.42	Office supplies
414004 Equipment Rental Total	\$780.14	Shared Print Services (high capacity printers)
415003 Maintenance Contracts Total	\$73.41	Shared Printer maintenance
430001 Other Purchased Services Total	\$75.00	Shredding
430016 Departmental Memberships Total	\$300.00	NABBA Membership
430018 Bonds and Insurance Total	\$59.00	Insurance Premiums
471603 Computer Peripheral Non-Cap Total	\$1,020.29	New Printer
Grand Total	\$232,475.36	TOTAL