

Colorado CTE Course – Scope and Sequence

Course Name	Barbering I		Course Details	Credit = 2.0-3.0 (This course is generally scheduled for 375 hours to meet the DORA licensure eligibility requirements.) Prerequisite: none CTE Credential: CTE Personal Care Services	
			Course = 0.50 Carnegie Unit Credit		
Course Description	Barbering I is the foundational level of the Barbering program of study. This course prepares students with work-related skills for advancement into the Barbering II course. Content provides students the opportunity to acquire fundamental skills in both theory and practical applications of leadership and interpersonal skill development. Content stresses safety, environmental issues, and protection of the public and designers as integrated with principles of haircutting, skin and scalp care, chemical services and barbershop management. Laboratory facilities and experiences simulate those found in the barbering industry. Students who complete the entire Barbering Program (1500 hours minimum) are eligible for the Colorado Board of Barber and Cosmetology Licensure Exam for Barbers.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #	19102	Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Overview of Cosmetology and Barbering Professions		Understand historical context and significant milestones in the application of cosmetology/barbering trends. Investigate the various equipment, supplies, products, and distributors,	Understand significant historical periods in beauty and fashion and their impact on the barbering profession and the emergence of new cosmetology and barbering	Synthesize research of historical and significant milestones that influenced cosmetology and barbering changes from the beginning of civilization to the present. Create an annotated timeline or visual graphic illustrating	

		and manufacturers, and that represent the beauty/barbering industry. Describe importance of keeping up with new trends, technologies, product development, new equipment, and services for clients.	trends and techniques. Student is expected to: (A) Identify major milestones and contributors to the beauty/barber industry; (B) Discuss historical time periods and their influence on modern trends; (C) Explain the benefits of keeping up with the trends, technologies and new products for treatment plans; and (D) Review new trends, technologies, product development, equipment, and services with a benefit/cost analysis perspective.	significant time periods and major impacts of those trends on the progression of various styles. Use academic research and news media citing specific textual evidence from research. Research and summarize in a clear and coherent informational artifact (e.g., a brochure, poster, fact sheet, narrative, or presentation) the major influential individuals (historical and current professionals) of the professional beauty/barber industry and their contributions to the industry. Include the artists' names, major contributions, and examples of their works. Examples of significant contributors include, but not limited to: a. A.B. Moler b. Mathew Andis c. Winston Strickland d. Mollie Edmonds Identify and compare ancient methods that have evolved into techniques being used today. Indicate and compare distinguishing features of cosmetics and hair styles used in ancient times to features	
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				found today. Compare and contrast the dramatic changes in cosmetic and hair styles and treatments. Develop claim(s) and counterclaim(s) giving reasoning behind the changes while supplying data and text-based evidence. Articulate why a knowledge of history in cosmetology/barbering can help predict upcoming trends. Research various credible sources and summarize the intended result of a prediction in an explanatory essay, informational artifact, or presentation.	
Career Development		Develop an education and career plan aligned with personal goals. Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.	Explore and engage in career development activities. Student is expected to: (A) investigate employment opportunities, including entrepreneurship and shop ownership/management; (B) evaluate data or outcome of a broad range of personal care services; and (C) understand career pathways and training and licensing requirements for barbering and cosmetology professionals in Colorado.	Compile and analyze career pathways and the potential of income within the cosmetology program of study locally, state-wide, and nationally. Use supporting evidence from multiple sources, such as local job postings and Colorado Department of Labor and Workforce Development data, to describe the education requirements, job availability, salaries, and benefits. Outline an educational pathway to obtain the necessary level of education and relevant certifications for a chosen	Student ICAP

				occupation in the cosmetology industry, review and revise throughout the program of study. Careers may include the following, but are not limited to: a. Barber b. Shop Owner/Manager c. Barbering Instructor d. State Board Examiner e. Photo/Movie/Theatre Barber f. Product Sales Representative g. Product Research Chemist Describe personal characteristics and aptitudes, including 21st century skills, needed by barbers. Create a rubric for self-assessing 21st century skills and use it to evaluate course assignments and personal work. Examples include the ability to: a. Communicate verbally and nonverbally in a respectful manner with clients and coworkers b. Work effectively in teams and resolve conflicts when necessary c. Demonstrate a positive work ethic	
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d. Understand different cultures and impact on design and hairstyles
e. Adapt to changes
f. Manage time and resources wisely

Research professional organizations and student organizations in barbering. Select one of each and cite specific textual evidence from the organization and news articles to summarize into an essay. Include the following:

- a. The mission of the organization
- b. Benefits of belonging to the organization
- c. Credentials provided and how they are obtained and maintained
- d. Journals, newsletters, reports, and other documents it publishes
- e. Educational opportunities provided
- f. Competitive opportunities provided
- g. Conferences held
- h. Membership costs, levels, student memberships
- i. Website, contact information

				Compile information from the barber and cosmetology career exploration from standards to create a written or electronic career pathway plan outlining academic and career achievement goals and objectives, as well as a timeline for ongoing reflection throughout the program of study coursework. Drawing upon personal reflection of barbering theoretical knowledge, practical skills, and current styles, write a <i>philosophy of design</i>. Discuss how to put personal beliefs into practice by including concrete examples of your anticipated career pathway.	
Safety, Sanitation, and Efficient Work Practices (These standards may be embedded into the individual practice areas or covered as a stand-alone unit.)		Understand and apply safety, sanitation, and efficient work practices for cosmetology professionals. Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Barbering Industry workplace environment.	Careers in barbering include all aspects of sterilization and sanitation procedures. Students will be expected to develop an understanding of the technical knowledge and skills needed for success in the barbering industry including: (A) Demonstrate the development of procedures of a safe and healthy work environment;	Identify personal and jobsite safety hazards and demonstrate practices for safe and healthy work environments. Accurately read, interpret, and demonstrate adherence to safety rules, including but not limited to rules pertaining to Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) guidelines, and state and national code requirements. Be able to	

		Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.	(B) Demonstrate safe handling and use of disinfectant products and tools; (C) Explain and/ or demonstrate providing all services in a safe environment, taking measures to prevent the spread of infections and contagious disease; (D) List the various types and classifications of bacteria; (E) Describe how bacteria grow and reproduce; (F) Describe the relationship of bacteria to the spread of disease; (G) Define common diseases and disorders encountered by barbering professionals and provide brief overview of their pathology; (H) Explain and understand the importance of decontamination; and (I) Explain the difference between sanitation, disinfection, and sterilization.	distinguish between rules and explain why certain rules apply. Define and differentiate possible emergencies and emergency procedures. Create a disaster and/or emergency response plan including real-life examples describing principles and practices of infection control and blood-borne pathogens as it applies to EPA, OSHA and Safety Data Sheets (SDS). Identify decontamination procedures to ensure the safety of the client and/or peers in the classroom and laboratory. Apply work-emergency teamwork procedures and social skills in following the rules for professional ethics and demonstrate a cultural awareness of hygiene and socialized differences by using active listening skills. Demonstrate proper set-up and operation of equipment and utilization of materials by mixing chemicals in appropriate proportions according to manufacturer's instructions. Clean and maintain implements by using appropriately mixed chemicals	
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				and following the procedures for decontamination of tools. Identify appropriate chemicals and perform disinfecting procedures. Describe, observe, identify, and analyze the functions, structures, and diseases, and disorders of hair, skin and nails. Demonstrate and communicate to the client the proper care of hair, skin, and nails through cleanliness, nutrition, and healthful living. Evaluate and demonstrate proper draping, shampooing and conditioning, and rinsing as it applies to safety or diagnosis of clients. Compile, practice, and critique procedures for maintaining a safe and sanitary environment for clients present in a cosmetology facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete a safety test with 100 percent accuracy; include exam in course portfolio.	
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Applied Academic Foundations for Barbering		Understand and apply academic skills for applications to the Beauty and Barbering Industry.	The student applies academic skills to the field of barbering. The student is expected to: (A) explain the importance of anatomy and physiology to the barbering profession; (B) identify body tissue, body systems, and their functions; (C) explain the structure, composition, and growth of skin and hair; (D) apply the principles of organic and inorganic chemistry; (E) classify solutions, suspensions, and emulsions that may be used during barbering services; (F) apply an understanding of pH and the pH scale to barbering services; (G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses; and (H) explore the nature of electricity by defining types of electric current and the electric modalities used in barbering.	Students will evaluate hair and scalp disorders. a. Analyze the properties of the hair and scalp; appraises hair and scalp disorders and prescribes the proper treatments. b. Incorporate professional terminology in the classroom environment, including medical terms and names for diagnosed disorders of hair and scalp and correct terminology to identify manipulations and to prescribe scalp treatments. c. Appraise manipulative skills for corrective hair and scalp disorder treatments, including illustrating how to apply the correct treatments.	
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Personal and Employability Skills for Client Services		Demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers. Understand and apply knowledge of business and employability skills required of barbering professionals. Acquire and accurately use beauty/barber industry terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site; (B) employ the ability to be trustworthy by complying with an ethical course of action; (C) use conflict-management skills to avoid potential or perceived conflict; (D) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers; (E) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner;	SkillsUSA Career Essentials may be used as an assessment for these standards. Students may also be creating professional portfolios that may include: • Career Pathway Plan • Professionalism Rubric • Professional Organization Essay • Philosophy of Design • Professional Development Agencies Artifact • Disaster/Emergency Response Plan • Safety Exam • Hair, Skin, and Nails Artifact(s) • Graphics of Demonstrations	SkillsUSA Leadership Contests SkillsUSA 4 Pillars SkillsUSA Career Essentials
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			(F) exercise personal ownership over the quantity and quality of individual performance and team assignment; and (G) employ leadership skills within a classroom or community setting to maintain positive relationships.		
Barbering Services		Demonstrate knowledge of practical barbering industry skills such as haircutting and design. Understand and apply tools and techniques for basic barbering services.	Analyze procedures for cleansing and reconditioning the hair and the scalp. Student is expected to: (A) differentiate between draping procedures for wet, dry, and chemical services and determine proper protection for the client based on the task to be performed; (B) perform infection control and safety procedures including scaling and brushing techniques; (C) evaluate when, why, and how to brush the hair and scalp, including differentiating the brushing procedure for various services, skin type, and scalp condition;		

			(D) appraise various types of shampoos and conditioners; and (E) choose the proper procedure for scalp manipulations during a shampoo, including both relaxing and stimulating manipulations. Perform and evaluate basic haircutting techniques. Student is expected to: (A) implement safety procedures using haircutting scissors, razors, and thinning shears; (B) select proper sectioning techniques for various haircuts, including parting; (C) differentiate between stationary and traveling guidelines and complete haircuts with different guidelines; and (D) employ geometric lines and angles in haircutting. Create harmony using design principles and elements of design. The student is expected to: (A) appraise elements and principles of hair design, including facial shapes, geometric lines and angles, and visible and invisible braids;		
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			(B) evaluate and demonstrate styling techniques such as molding shaping and finishing techniques; and (C) compare thermal styling to wet styling; evaluate uses of thermal styling for various types of ethnic hair and correctly employ both techniques. Choose and safely use implements, tools, and equipment in the barbering industry. Student is expected to: (A) identify each implement, piece of equipment, and tool used in the barbering industry and use each implement appropriately to perform procedures; (B) demonstrate the correct implement, piece of equipment, and related tools for a given task; and (C) evaluate cleansing and sanitizing implements, tools, and equipment procedures.		
Laws, Rules, and Regulations (This section may be taught in any of the		Understand the laws, rules, and regulations established by Colorado State Statute and the Colorado	The student demonstrates knowledge of rules and regulations established by the Colorado Department	Research and summarize in a clear and coherent narrative the legislative and electoral processes of state governments as it relates to	

courses in the pathway sequence.)		Department of Regulatory Agencies pertaining to cosmetology professions. Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.	of Regulatory Agencies (DORA) Office of Barber and Cosmetology. The student is expected to: (A) apply health and safety policies and procedures; (B) recognize risks and potentially hazardous situations in compliance with the state rules and regulations; (C) comply with all applicable rules, laws, and regulations; (D) navigate the DORA website for exam eligibility, exam procedures, and other information related to licensing; (E) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school; and (F) explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.	cosmetology actions using public documents, textbooks, or government websites. Identify your role as well as the role of public agencies in supporting elected officials to meet goals and objectives, and in endorsing approved legislation or participating in the public rule-making process. Gather research and analyze information from the Colorado Department of Regulatory Agencies (DORA) Office of Barber and Cosmetology Licensure. Generate a visual representation (e.g., chart, diagram, brochure, etc.) to illustrate important connections to the following: a. Sanitation, disinfection, and safety laws: cleaning and disinfecting of implements and equipment, cleaning and disinfecting work environment, and sanitary procedures and pathogens b. Licensing, certification, and industry credentialing requirements c. Legal responsibilities, behaviors, and	
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				practices/procedures (ethical vs. unethical, legal vs. illegal) Assemble a list of professional and governing organizations that provide professional development for cosmetologists in Colorado. In a written narrative, describe the benefits of ongoing professional development including the state requirements in Colorado for cosmetology and barbering professions.	
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Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc) [CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

Standard 2: Reading for All Purposes

- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.
- **Prepared Graduate 5:** Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Standard 3: Writing and Composition

- **Prepared Graduate 8:** Craft narratives using techniques specific to the genre.
- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.



Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.