

Colorado CTE Course – Scope and Sequence

Course Name	Barbering Intermediate I		Course Details	Credit = 2.0-3.0 (This course is generally scheduled for 375 hours to meet the DORA licensure eligibility requirements.) Prerequisite: Barbering I CTE Credential: CTE Personal Care Services	
			Course = 0.50 Carnegie Unit Credit		
Course Description	Barbering Intermediate I is the second level of the Barbering program of study and prepares students for work-related skills and advancement into Barbering Intermediate II. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, hair cutting, and shaving will be enhanced in a laboratory setting, which duplicates industry standards. Upon completion of all Barbering Courses (1500 hours), students are eligible to take the Colorado Board of Barber Cosmetology Examination for a Colorado Barber License.				
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
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,	Explore and engage in career development activities. Student is expected to: (A) investigate employment opportunities, including entrepreneurship and	Research local employment opportunities in Colorado in your area of interest. Write an informative paper or develop an infographic identifying entry-level requirements for specific job types and note any special	Student ICAP

		solve problems, and manage personal career plans.	salon 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 barber and cosmetology professionals in Colorado.	skills or techniques that employers are seeking.	
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 Beauty Industry workplace environment. Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.	Careers in barbering and cosmetology include all aspects of sterilization and sanitation procedures and personal care services, including hair care, nail care, and skin care. Students will be expected to develop an understanding of the technical knowledge and skills needed for success in the personal care services industry including: (A) Demonstrate the development of procedures of a safe and healthy work environment; (B) Demonstrate safe handling and use of	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 distinguish between rules and explain why certain rules apply. Define and differentiate possible emergencies and emergency procedures. Create a disaster and/or	

			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 cosmetology 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.	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 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.

Applied Academic Foundations for Cosmetology		Understand and apply scientific principles of human anatomy, physiology, and chemistry to barber and cosmetology services. Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.	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 barber 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	Summarize the different functions, structures, and diseases and disorders of hair and skin, citing your sources. Write a script and create a video or public service announcement explaining how to properly care for hair and skin through cleanliness, nutrition, and healthful living. Include correct demonstration of draping, shampooing, conditioning, and rinsing as it applies to safety or diagnosis of the clients in the video or public service announcement. Hair Services Considerations: Incorporating geometric principles, identify the reference points on the head, analyzing the purpose of and interrelationships to their role in haircutting and explaining the importance of balance, consistency, and necessary technique changes. Research and describe the principles and techniques that guide haircutting, including areas of the head,	
--	--	---	---	--	--

			modalities used in barbering.	lines, sections, angles, elevation, guidelines, and over direction. Apply the haircutting principles to conduct an effective client consultation while also incorporating a hair and face shape analysis. Differentiate between the chemical texture services exploring how each service affects the structure of the hair. Write an essay explaining the importance of potential hydrogen (pH) in chemical texture services, include distinguishing factors between sulfur, hydrogen, and disulfide bonds. Recall and indicate hair characteristics; discuss the importance of evaluating how products affect the hair and how to select the best choices for clients. Analyze and identify levels and their role in formulating hair color in relation to melanin. Evaluate chemicals used in the hair coloring process including developers and lighteners.	
--	--	--	-------------------------------	--	--

				a. Explain the role of hydrogen peroxide in haircolor formulas. b. Compare and contrast lightener processes. Research and prepare informational artifacts that provide haircolor classifications and their uses, employing accurate terms and illustrations. Indicate each classification as non-oxidative or oxidative. Provide discussion on natural and metallic haircolor as well as all haircoloring safety precautions. Classifications should include: a. Temporary haircolor b. Semi-permanent haircolor c. Demi-permanent haircolor d. Permanent haircolor	
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 barber and cosmetology professionals.	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	SkillsUSA Career Essentials may be used as an assessment for these standards. Describe the need for personal ethics by barbers and cosmetologists. Collect Codes of Ethics from various barber and/or cosmetology-related professional organizations and examine	SkillsUSA Leadership Contests SkillsUSA 4 Pillars SkillsUSA Career Essentials

		Acquire and accurately use beauty industry terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.	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; (F) exercise personal ownership over the quantity and quality of individual performance and team assignment; and (G) employ leadership skills within a classroom	areas of commonality. Debate the significance of including standards in these areas. Synthesize principles from the codes investigated to create a personal code of ethics. Clearly define how the code of ethics relates to the culture of a salon/shop and to retaining clients. Explore different salon/shop cultures possible within the industry. Research and demonstrate proper consultation of clients. Practice effective verbal, nonverbal, written, and electronic communication skills for working with clients while demonstrating the ability to: empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction. Using simulations, practice problematic clients and consultations using laws as reasoning.	
--	--	---	---	--	--

			or community setting to maintain positive relationships.		
Client Services		Demonstrate knowledge of practical barber industry skills such as hair and scalp treatments, shaving, haircutting, chemical hair services, hair coloring/tinting, or hairstyling. Understand and apply tools and techniques for basic barbering services.	The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in the barber profession. The student is expected to: (A) employ safe and effective use of tools to enhance client services; (B) use ergonomically designed equipment to promote professional efficiency; (C) use available technology sources effective in a professional shop setting; and (D) apply universal precautions in disposal of hazardous materials. The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to: (A) apply client consultation skills to guide individuals in recognizing concerns and	<u>Properties and Procedures for Hair</u> Differentiate and demonstrate the proper techniques used in scalp care, shampooing, conditioning, and draping including head massage and specialized treatments, hair brushing, shampoo and conditioning services, and sectioning. Identify, describe, and effectively demonstrate hairstyling techniques and manipulating implements appropriately, include the following, but not limited to: a. Advanced thermal hairstyling b. Advanced braiding c. Formal hairstyling Draw on cosmetology texts and other technical documents to compare and contrast types of haircutting implements. Create a written report or visual depiction outlining the implements' characteristics and properties of each type. Describe the	SkillsUSA Contests: Barber

			making informed decisions; (B) document client satisfaction, procedures, and products to facilitate ease of consultation in future appointments; (C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations; (D) demonstrate understanding and proficiency of basic haircuts such as zero degree, forty-five degree, ninety degree, and one hundred eighty degree; (E) perform basic mock chemical service application as required for the state practical exam; and (F) execute shampooing, permanent waving, and hairstyling service as required for the state practical exam.	costs and other factors that influence the decision to use each type of implement. Discuss the importance of high-quality professional implements, proper fit, and maintenance that is required of each. List of implements may include, but are not limited to the following: a. Haircutting shears b. Texturizing shears c. Razors d. Clippers e. Trimmers f. Sectioning clips g. Combs: wide-tooth, tail, barber, and styling or cutting. Demonstrate good posture and body positions while beginning basic haircutting techniques. Write a narrative explaining the importance of good posture and body positions while cutting hair, analyzing the long term effects. Haircutting techniques may include: a. Sectioning techniques in relation to bone structure b. Elevation c. Holding shears and comb procedures (combing and actual cutting process) d. Parting techniques	
--	--	--	---	--	--

e. Sectioning techniques for different haircuts and bone structures

Chemical Services

Research various texts and form a hypothesis explaining why clients choose to use chemical texture services and how a barber can influence a client's decision. Also include a theory on why chemical services are the most lucrative and repetitive services in salons/shops.

Prepare informational artifacts (e.g., brochure, poster, fact sheet, narrative, or presentation) of the following chemical texture service topics:

- a. Indicate and explain the four chemical reactions that take place during permanent waving.
- b. Compare and contrast an alkaline wave and a true acid wave.
- c. Explain the purpose of neutralization in permanent waving.
- d. Analyze how thio relaxers straighten the hair.
- e. Describe how hydroxide relaxers straighten the hair.

f. Explain curl re-forming and how it restructures the hair.

Create an illustrative guide that outlines permanent waving procedures. Include discussion for the purpose of the preliminary test curls, types of rods, end papers, directions for sectioning a perm, base placement and base direction, wrapping techniques and patterns, and safety precautions for permanent waving.

Create a flyer or graphic illustration that demonstrates reasons for why people color their hair (i.e., covering gray, enhance haircuts, conceal face shape imperfections, trends, etc.).
Research and develop a logical explanation of the importance of why learning what specific chemical ingredients are and how they work.

Analyze the color wheel and apply concepts of color theory to the development of haircolor. Identify techniques that achieve desired hues,

				values, and intensities. Demonstrate the ability to color mix in various color systems, including color corrections.	
Laws, Rules, and Regulations (This section may be taught in any of the courses in the pathway sequence.)		Understand the laws, rules, and regulations established by Colorado State Statute and the Colorado Department of Regulatory Agencies pertaining to barber and 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.	The student demonstrates knowledge of rules and regulations established by the Colorado Department 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	Research and summarize in a clear and coherent narrative the legislative and electoral processes of state governments as it relates to barber 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:	

			cosmetology/barber establishment or school; and (F) explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.	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 practices/procedures (ethical vs. unethical, legal vs. illegal) Assemble a list of professional and governing organizations that provide professional development for barbers in Colorado. In a written narrative, describe the benefits of ongoing professional development including the state requirements in Colorado for cosmetology and barbering professions.	
--	--	--	--	--	--

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.