

Colorado CTE Course – Scope and Sequence

Course Name	Esthetics Intermediate II		Course Details	Credit = 1.0 (Each course in this pathway is recommended at 150 contact hours to meet the licensure requirements for DORA) Prerequisite: Esthetics Intermediate I CTE Credential: CTE Personal Care Services	
			Course = 0.50 Carnegie Unit Credit		
Course Description	Esthetics Intermediate II is the third course for the Esthetician Program. The third level of the esthetician program continues the theory and practical application of professional practice in the esthetics field. Units of study include: intermediate/advanced facial and skin care; intermediate/advanced facial make-up; intermediate/advanced applications of disinfection, sanitation and safety. Students will learn employability skills for the beauty industry and demonstrate professional salon practices. Student that complete all levels of the Esthetician Program will be eligible for the Colorado Board for Barber and Cosmetology State licensure exam for Estheticians.				
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 #	19106	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, solve problems, and	Explore and engage in career development activities. Student is expected to: (A) investigate employment opportunities, including entrepreneurship and salon ownership/management;(B) evaluate data or outcome	Evaluate your performance in the cosmetology program of study and reflect on your demonstration of the following professional attributes: a. Attendance/punctuality	Student ICAP

		manage personal career plans.	of a broad range of personal care services; and (C) understand career pathways and training and licensing requirements for cosmetology professionals in Colorado.	b. Professional dress and behavior (<i>Professional image</i>) c. Positive attitude d. Collaboration e. Honesty f. Respect g. Responsibility h. Appropriate technology use i. Importance of ergonomics Research codes of ethics for running small businesses by comparing samples from professional organizations (such as the Professional Beauty Association). Synthesize principles and present your findings. Gather relevant information from multiple print and digital resources (such as job postings and promotional materials) to prepare a document or graphic comparing the entry-level qualifications for cosmetologists and specific cosmetology specialists. Evaluate the impact of postsecondary training and describe the benefits of participation in a professional	
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				cosmetology organization, such as the Association of Cosmetology Salon Professionals (ACSP). Revise the career pathway plan outlining academic and career achievement goals and timeline to reflect opportunities for advancement in the field. Work in teams to effectively plan and design mock hair shows implementing proper safety techniques, tools, and skills needed to attract clients and employers. Research and identify the objective of the event that is to be planned and prepare a written project proposal. Include the hair show's goals, location, criteria, constraints, and information obtained through research, while also including a projected budget/cost analysis, a diagram of event space, timeline of planning, any personnel involved, and a professionalism rubric.	
Safety, Sanitation, and Efficient Work Practices (These standards may		Understand and apply safety, sanitation, and	Careers in cosmetology include all aspects of sterilization and sanitation	Identify personal and jobsite safety hazards and demonstrate practices for	

be embedded into the individual practice areas or covered as a stand-alone unit)		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.	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 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	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 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	
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			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.	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. Compile, practice, and critique procedures for maintaining a safe and	
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				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 Esthetics		Understand and apply scientific principles of human anatomy, physiology, and chemistry to esthetic 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 cosmetology for the esthetician. The student is expected to: (A) defend the importance of anatomy, physiology, and knowledge of skin disorders and diseases to the esthetics profession; (B) summarize the structure, composition, and growth of skin; (C) test the principles of organic and inorganic chemistry; (D) evaluate solutions, suspensions, and emulsions that may be used during esthetics services, such as		

			facials, hair removal, makeup application, and maintenance of the skin; (E) describe the chemistry and main ingredients of facial treatments and products; (F) formulate a salon infection control plan to maintain health and safety of employees and clients; (G) demonstrate an understanding of principles of Biology by identifying living tissues, cells, and organisms to provide safe and effective personal care services; (H) evaluate different types of signs and conditions associated with skin types such as oily skin, dry skin, normal skin, combination skin, and acne to determine the proper facial treatment; and (I) integrate organizational policies, procedures, and regulations to establish personal care priorities and provide a high-quality service to a diverse set of clients.		
Personal and Employability Skills for Client Services		Demonstrate effective oral and written communication skills with diverse	The student demonstrates professional standards/employability	SkillsUSA Career Essentials may be used as an	SkillsUSA Leadership Contests

		individuals, including coworkers, management, and customers. Understand and apply knowledge of business and employability skills required of cosmetology professionals. 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.	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; (F) exercise personal ownership over the quantity and quality of	assessment for these standards. Explore topics related to esthetics. Research may include, but not be limited to the following concepts: a. Determine the risks and benefits of using specific techniques in the evaluation of clients' skin including but not limited to: scalp care, skin condition, skin type, Skin diseases, and specialized treatments. Explain the purposeful decisions behind selection and maintenance of implements. b. Research informational texts explaining the effects of bad posture and body positions while providing cosmetology services. Create a brochure explaining the importance of demonstrating correct cosmetology posture and body positions; give examples of consequences of incorrect posture and body positions. Facials and Skin Care: Consider all pertinent information in performing	SkillsUSA 4 Pillars SkillsUSA Career Essentials
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			individual performance and team assignment; and (G) employ leadership skills within a classroom or community setting to maintain positive relationships.	facials including: consultation and skin analysis, contraindications that prohibit performing facial treatments, skin care products and equipment, and techniques in facial massage. Write an informative essay, explaining and making recommendations for performing facials for specific skin types, give thorough reasoning and explanation for the techniques, products, and/or equipment used for each treatment. Include a section in the essay describing the requirements and skills needed for specialized facial and skin care careers.	
Client Services		Demonstrate knowledge of practical beauty industry skills for esthetics and skin care, such as facial treatments, makeup application, and waxing. Understand and apply tools and techniques for basic esthetic services.	The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. 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;	Investigate the features of common hair removal methods including consultation, contraindications for hair removal, permanent and temporary hair removal, and implements and materials. Create a chart or database outlining steps to all hair removal procedures.	SkillsUSA Contests: Esthetics

			(C) use available technology sources effective in a professional salon 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) appraise client desires to assist with formulation of personal care service; (B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions; (C) use vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations; (D) demonstrate mastery of basic facial treatments such as facial massage, extraction, steam facials, masks, and exfoliation; (E) develop skill in the application of facial makeup such as eyelashes, cosmetics, lash and brow tints;	State rationale for specific contraindications for hair removal. Assess concepts in facial makeup and determine the following while adhering to safety and sanitation procedures: - Research facial makeup and create an illustrative graphic identifying the uses for the various types of cosmetics and implements. - Explain the purpose and how to use color theory when selecting cosmetics for makeup application. - Identify different facial types and summarize basic makeup techniques giving reasons for alterations. - Demonstrate basic and formal makeup application.	
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			(F) employ safe and effective use of advanced facial treatments such as chemical and enzyme peels, high frequency galvanic current, vacuuming and brushing, electrodes, tweezers, and comodo extractors; (G) explore the effects of color theory and aromatherapy; (H) demonstrate the ability to remove products from containers without contamination; (I) maintain sanitary work station and materials throughout service; and (J) demonstrate with proficiency hair removal techniques such as waxing, sugaring, tweezing, and depilatories.		
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 cosmetology professions. Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions	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	Research and summarize in a clear and coherent narrative the legislative and electoral processes of state governments as it relates to 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	

		when possible, consistent with applicable laws, regulations, and organizational norms.	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.	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 practices/procedures (ethical vs. unethical, legal vs. illegal) Assemble a list of professional and governing organizations that provide professional development	
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				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.	
Salon Business Concepts		Investigate concepts in ownership and entrepreneurial enterprise for salon businesses.	Student understands basic business operations and environments for beauty industry salons. Student is expected to: (A) describe key components of the cosmetology business startup process and the entrepreneur environment; (B) evaluate the role of entrepreneurship in the U.S. economy, and differentiate between sole proprietorship, partnership, limited liability company (LLC), and corporations; (C) explain the purpose of a business plan, and list the four major parts typically included (business description, management plan, marketing plan, and financial plan); and	Describe key components of the cosmetology business startup process (the entrepreneur, the environment, the opportunity, startup resources, and state laws, regulations, and legal responsibilities). Prepare an informative text to explain each component and identify the risks and rewards, highlighting the advantages and disadvantages of owning a business versus working for someone else. Evaluate the role of entrepreneurship in the U.S. economy, and differentiate between sole proprietorship, partnership, limited liability company (LLC), and corporations. Draw evidence from informational texts to	

			(D) explore ways that salons create positive business environments.	examine how business cycles, economic indicators (i.e., interest rates, inflation, and unemployment) and free enterprise system characteristics such as profit motive, private property, and competition impact business decision making. Research, compare and contrast investment opportunities, and compile a list of advantages and disadvantages of business ownership. Describe the importance of developing a business plan when seeking out potential investors or lenders. In preparation for a future career as a salon owner, develop an original business philosophy detailing one's beliefs for how a business should be run including a baseline budget and financial goals, money management concepts, procedures and strategies, and necessary personal characteristics of a successful entrepreneur; integrate this with the previous written philosophy of design.	
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				Research and examine startup costs, operating costs, overhead, and personal expenses by researching and developing a financial statement based on local salon models obtained from public records or business websites. Contact local lending institutions regarding requirements for business loans and needed documentation such as personal income statement, tax records, credit reports, loan history, and personal investment. Prepare financial statements, charts and graphs for the proposed business plan, including but not limited to: - Estimated start-up costs - Projected Income Statement - Projected Balance Sheet - Cash Flow Develop a customer profile with a detailed description of the potential target market for the proposed business based on demographic, geographic, psychographic, and behavioral information.	
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				Assess the viability of the profile for the proposed business by determining number of customers, reachability, desire for product and conservation of resources. Include these findings in the business plan's overview and market analysis section. Investigate marketing and distribution methods for the salon's products and services. Research possible manufacturers; study distribution considerations of the products and services, (including transportation, storage, handling, and packaging for products and staffing, training, and evaluation for services); Explain marketing decisions, such as cost-saving benefits to the business' bottom line. Prepare a sample service contract with a potential vendor for first year of business.	
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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.