# Cosmetology I

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| **Primary Career Cluster:** | Human Services |
| **Course Contact:** | CTE.Standards@tn.gov |
| **Course Code(s):** | C19H12 |
| **Prerequisite(s):** | None |
| **Credit:** | 1 |
| **Grade Level:** | 9-10 |
| **Focus Elective - Graduation Requirements:** | This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses. |
| **POS Concentrator:** | This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study. |
| **Programs of Study and Sequence:** | This is the first course in the program *Cosmetology* program of study. |
| **Aligned Student Organization(s):** | SkillsUSA: http://tnskillsusa.com/ |
| **Coordinating Work-Based Learning:** | Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html. |
| **Promoted Tennessee Student Industry Credentials:** | Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html |
| **Teacher Endorsement(s):** | 561 and 781 |
| **Required Teacher Certifications/Training:** | Tennessee Cosmetologist License and Tennessee Cosmetology Instructor License |
| **Teacher Resources:** | https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html<br><br>Best for All Central: https://bestforall.tnedu.gov/ |

Approved January 2017; Amended January 26, 2018

## Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

**Using a Career and Technical Student Organization (CTSO) in Your Classroom**

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at http://www.skillsusatn.org/

**Using a Work-based Learning (WB) in Your Classroom**

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- Students will demonstrate all work-based learning activities through their work in the school's onsite barber shop or in the barber shop lab.

For more ideas and information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.

## Course Description

*Cosmetology I* is the foundational course in the Human Services career cluster for students interested in learning more about becoming a cosmetologist. Upon completion of this course, proficient students will gain knowledge in the fundamental skills in both theory and practical applications of cosmetology practices. Laboratory facilities and experiences simulate those found in the cosmetology industry. Upon completion and acquisition of 1500 hours, students are eligible to take the Tennessee Board of Cosmetology Examination to attain a Tennessee Cosmetology License. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses.

## Program of Study Application

This is the foundational course in the *Cosmetology* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the Human Services website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html.

## Course Standards

**History & Influences of the Cosmetology Industry**

1.) Synthesize research of historical and significant milestones that influenced cosmetology changes from the beginning of civilization to the present. Create an annotated timeline or visual graphic illustrating significant time periods and major impacts of the cosmetology trends on the progression of various styles. Use academic research and news media citing specific textual evidence from research.

2.) 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 industry and their contributions to the cosmetology industry. Include the artists' names, major contributions, and examples of their works. Examples of significant contributors include, but not limited to:
    a. Max Factor
    b. Vidal Sassoon
    c. Madam C.J. Walker
    d. T.L. Williams

3.) 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 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.

4.) Articulate why a knowledge of history in cosmetology 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.

**Cosmetology Career Exploration**

5.) 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 Tennessee 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 occupation in the cosmetology industry, review and revise throughout the program of study. Careers may include the following, but are not limited to:
   a. Salon Hairstylist
   b. Salon Owner/Manager
   c. Skin Care Specialist
   d. Nail Technician
   e. Natural Hair Stylist
   f. Makeup Artist
   g. Cosmetology Instructor
   h. State Board Examiner
   i. Photo/Movie/Theatre Stylist
   j. Platform Stylist
   k. Cosmetic Sales Representative
   l. Cosmetic Research Chemist

6.) Describe personal characteristics and aptitudes, including 21st century skills, needed by cosmetologists. 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
   d. Understand different cultures and impact on design and hairstyles
   e. Adapt to changes
   f. Manage time and resources wisely

7.) Research professional organizations and student organizations in cosmetology. 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

8.) Compile information from the cosmetology career exploration from standards 5 and 7 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.

9.) Drawing upon personal reflection of cosmetology theoretical knowledge, practical skills, and current styles, write a *philosophy of design*. Discuss how to put personal beliefs into practice by including concrete examples of your anticipated career pathway.

## Cosmetology State Laws & Licensure

10.) 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 goals and objectives, and in endorsing approved legislation.

11.) Gather research and analyze information from the Tennessee Department of Commerce & Insurance-Cosmetology and Barber Examiners. 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)

12.) Assemble a list of professional and governing organizations that provide professional development for cosmetologists in the state of Tennessee. In a written narrative, describe the benefits of ongoing professional development including the state requirements in Tennessee for cosmetologists.

## Safety, Sanitation, and Efficient Work Practices

13.) 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.

14.) 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 bloodborne pathogens as it applies to EPA, OSHA and Safety Data Sheets (SDS). Identify decontamination procedures to insure 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.

15.) 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.

16.) 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.

17.) 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.

**Scientific Foundations of Cosmetology**

18.) Outline basic concepts of the human body's anatomy and physiology distinguishing between how a client's hair, skin, and nails react to various treatments and services.
   a. Explain why recognizing the differences between normal and abnormal anatomy is important in determining whether specific treatments and services are appropriate.
   b. Examine and differentiate bone and muscle structures that will help you use the proper application of services and products for scalp manipulations and facials.
   Create an informational artifact (e.g., brochure, poster, fact sheet, narrative, or presentation) illustrating why anatomy and physiology is important to the cosmetology profession.

19.) Apply concepts related to the basics of chemistry to demonstrate the following:
   a. Examine the roles of organic and inorganic chemistry, different states of matter, oxidation-reduction reactions, and pure substances and physical mixtures as it relates to cosmetology.
   b. Explain the differences among solutions, suspensions, and emulsions.
   c. Evaluate the pH scale and the effects it has on hair, skin, and nails.

20.) Research and write an informative essay to distinguish the nature of electricity and electric currents, including explanations on the following that should include but are not limited to:
   a. Principles of electrical equipment and safety
   b. Differences in electromagnetic spectrum, visible spectrum of light, and invisible light
   c. Describe light therapy and benefits

**Nails Procedures**

21.) Analyze and define the different aspects of nail anatomy. Generate a visual representation (e.g., presentation, poster, brochure, etc.) to illustrate the importance of recognition of the following:
    a. Structure
    b. Growth
    c. Common and uncommon disorders
    d. Infectious and noninfectious nail diseases

22.) Perform a hand, nail, and skin analysis for a client. Assess and employ the use of sanitary and safety precautions necessary for procedures including proper decontamination and infection control procedures. Organize, use, and care for implements, equipment, and materials used in the manicure and pedicure procedures. Demonstrate proper use of implements and equipment for manicure and pedicure procedures.

**Properties and Procedures for Hair**

23.) Apply concepts related to the properties of the hair and scalp physiology to demonstrate understanding of the following:
    a. Explain the structures of the hair root and hair shaft.
    b. Analyze and illustrate the chemical composition of the hair including: side bonds of the cortex, hair pigment, wave pattern, and curly hair.
    c. Identify and evaluate the following: growth cycles of the hair, hair loss causes and treatments, hair disorders, and scalp disorders.
    d. Perform a hair and scalp analysis including the following factors: texture, density, porosity, elasticity, hair growth patterns, and dry or oily hair and scalp.

24.) Demonstrate concepts related to the properties of hair design to apply the following:
    a. Define and give examples of the elements of hair design.
    b. Identify, define, and give examples of the principles of hair design.
    c. Recognize and explain the importance and influence of hair type and texture of a client's hairstyle. Define and explain the changes that influence hairstyles with different combinations of hair types and textures.
    d. Create a visual representation identifying each facial shape and design a beneficial hairstyle for each. Write a narrative for each graphic explaining the purpose for each hairstyle designed for the facial shapes.

25.) Describe the techniques and benefits used in proper scalp care, shampooing, conditioning, and draping by demonstrating on illustrative models and/or writing informative texts as it relates to the following:
    a. Massage and specialized treatments
    b. Hair brushing
    c. Shampoo and conditioning services
    d. Professional draping

26.) Identify, describe, and effectively demonstrate basic hairstyling techniques and manipulating implements appropriately, include the following, but not limited to:
    a. Sectioning
    b. Wet hairstyling
    c. Finger waving
    d. Roller curls
    e. Comb-Out Techniques
    f. Hair wrapping
    g. Blowdry styling
    h. Thermal hairstyling
    i. Braiding

**The following artifacts will reside in the student's portfolio:**
- Historical Timeline
- Influential Individuals in Cosmetology Informational Artifact
- 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
- Nail Anatomy Illustration
- Graphics of Demonstrations

## Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.