TN Department of Education | Postsecondary, Workforce, CTE, and Military Readiness

May 2025

Cosmetology I

Primary Career Cluster:	Healthcare & Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H12
Prerequisite(s):	None
Credit:	1
Grade Level:	9-12
Student-Teacher Ratio:	20:1
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Healthcare & 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 *Cosmetology* program of study.
Aligned Student Organization(s):	SkillsUSA: https://www.skillsusatn.org/
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/futurereadytn/pillar-4.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/futurereadytn/pillar-1/student-industry-credentials.html
Teacher Endorsement(s):	561, 781
Required Teacher Certifications:	Tennessee Cosmetologist License and Tennessee Cosmetology Instructor License Please refer to the Occupational Educator Licensure Guidance
Required Teacher Training:	None
Teacher Resources:	https://www.tn.gov/education/futurereadytn/pillar-3/career-clusters/healthcare-and-human-services.html

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 interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project.

Using a Work-Based Learning (WBL) 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.

- **Standards 1.1-2.3** |Interview licensed cosmetologist to learn more about the profession and the pathways to pursue for all areas of the profession.
- **Standards 3.1-4.3** | Complete a safety inspection of hair stations to show the mastery of safety, sanitation, and efficient work practices. Provide recommendations to improve work areas.
- **Standards 5.1-6.2** | Perform proper hair and nail care on potential clients.
- **Standard 7.1** | Using the data analysis information, create a business based on the needs for your region.

Course Description

Cosmetology I is the foundational course in the Healthcare & 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.

Course Standards

1. History & Influences of the Cosmetology Industry

1.1 History of Cosmetology: Research **historical and significant milestones** that influenced cosmetology changes from the beginning of civilization to the present. Identify **significant time periods and major impacts of the cosmetology trends** on the progression of various styles and progression of tools and equipment.

1.2 History of Techniques: Identify and compare **ancient methods that have evolved into techniques being used today**. Compare and contrast the dramatic changes in cosmetic and hair styles and treatments.

1.3 Influential Beauty Industry Professionals: Research and identify the **contributions of major influential individuals** (historical and current professionals) **of the professional beauty industry** and align their contributions with current beauty trends. Examples of significant contributors include, but are not limited to:

a. Max Factor,
b. Vidal Sassoon,
c. Madam C.J. Walker, and
d. T.L. Williams

2. Cosmetology Career Exploration

2.1 Career Pathways: Analyze **career pathways within the cosmetology program of study**. Use 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**. 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, and
l. cosmetic research chemist.

2.2 Personal Characteristics and Aptitudes: 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, and
f. manage time and resources wisely.

2.3 Career and Technical Student Organization Introduction: Introduce the program's aligned Career and Technical Student Organization (CTSO), SkillsUSA, through an interactive activity, such as a classroom competition.

2.4 Ethical Artificial Intelligence: **Explore the ethical implications of AI usage** through interactive discussions and case studies, learning to identify bias, ensure fairness, and protect privacy in AI systems. **Develop** critical thinking **skills to evaluate the societal impact of AI technologies**, while fostering a sense of responsibility and ethical decision-making in their own use of AI tools.

3. Cosmetology State Laws & Licensure

3.1 Cosmetology Laws and Licensing: Gather research and analyze information from the **Tennessee Department of Commerce & Insurance-Cosmetology** and **Barber Examiners** to explain important connections to the following:

a. sanitation, disinfection, and safety laws: cleaning and disinfecting of implements and equipment, b. cleaning and disinfecting work environment, and sanitary procedures and pathogens;
c. licensing, certification, and industry credentialing requirements; and
d. legal responsibilities, behaviors, and practices/procedures (ethical vs. unethical, legal vs. illegal).

4. Safety, Sanitation, and Efficient Work Practices

4.1 Emergencies and Procedures: Define and differentiate possible **emergencies and emergency procedures** such as universal precautions and blood exposure. Identify **decontamination procedures** to ensure the safety of the client and/or peers in the classroom and laboratory.

4.2 Chemical Safety: Demonstrate proper **set-up and operation of equipment and utilization of materials** by mixing disinfectants in appropriate proportions according to manufacturer's instructions. Complete training to receive certification for **mixing disinfectants** such as Barbicide. Clean and maintain implements by using appropriately mixed chemicals and follow procedures for **decontamination of tools** in accordance with **OSHA and EPA guidelines**.

4.3 Sanitation Procedures: Practice, and critique procedures for maintaining a **safe and sanitary environment** for clients present in a cosmetology facility.

a. Evaluate government agencies that ensure safety and sanitation for the cosmetology industry.
b. Identify pathogens common to the salon setting.
c. Demonstrate proper sanitation and disinfection for the salon to prevent illness, communicable diseases, and injuries.
d. Complete an instructor-made safety test with 100 percent accuracy.

5. Properties and Procedures for Hair

5.1 Anatomy and Physiology of the Hair: Describe, identify, and analyze **the functions, structures, diseases, and disorders of hair**.

a. Explain the structures of the hair root and hair shaft.
b. Identify and evaluate the following: growth cycles of the hair, hair loss causes and treatments, hair disorders, and scalp disorders.

5.2 Properties of Hair and Scalp: Apply concepts related to the **properties of the hair and scalp physiology** to perform a **hair and scalp analysis** including the following factors: texture, density, porosity, elasticity, hair growth patterns, and dry or oily hair and scalp.

5.3 Properties of Hair Design: 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 to a client's hairstyle.
d. define and explain the changes that influence hairstyles with different combinations of hair types and textures,
e. critique each facial shape to devise the best hairstyle for each. explaining the purpose for each hairstyle as it relates to the facial shapes and hair properties, and
f. perform a client consultation for any given hair service.

5.4 Proper Scalp Care: Demonstrate or explain the techniques and benefits used in **proper scalp care, shampooing, conditioning, and draping** as it relates to the following:

a. massage and specialized treatments,
b. hair brushing,
c. shampoo and conditioning services, and

d. professional draping.

5.5 Basic Hairstyling and Implements: 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. roller curls,
e. comb-out techniques,
f. thermal hairstyling, and
g. braiding.

6. Properties and Procedures for Skin and Nails

6.1 Anatomy and Physiology of the Skin and Nails: Describe and identify the **structures, functions, diseases, and disorders of skin and nails**.

6.2 Hand, Nail, and Skin Analysis: Perform a hand, nail, and skin analysis for a client. Use **sanitary and safety precautions** necessary for procedures including proper **decontamination and infection control procedures**. Demonstrate proper **use of implements and equipment** for manicure and pedicure procedures.

7. Data Analysis

7.1 Data Analysis in Healthcare & Human Services: Research the use of **data in Healthcare & Human Service** career fields. **Include data** that is generated internally by businesses, and externally by local communities, state, and the nation. Explore examples of **how the data is used**, including:

a. customer/client use of products and services,
b. demographics of end users,
c. community, state, and national statistics, and
d. data that must be reported to another entity.