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

May 2025

Cosmetology II

Primary Career Cluster:	Healthcare & Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H14
Prerequisite(s):	*Cosmetology I (*C19H12*)*
Credit:	1 credit for theoretical standards. 2 credits for all 24 standards (theoretical and practical).
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 second 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.

- **Standard 1.1** | Interview local postsecondary instructors to learn more about opportunities upon secondary graduation.
- **Standards 2.1-2.3** | Perform mock sanitation inspections on workstations of other classmates, providing recommendations on how to improve compliance in regulations.
- **Standards 3.1-3.2**|Create a visual aid to illustrate the varying anatomical responses to provided services from service provider.
- **Standards 4.1-7.3** |Under the supervision of instructor, provide skin, nail, hairstyling, and haircutting services to potential volunteer clients.
- **Standards 8.1-9.3** | Demonstrate the varying chemical services and mastery of standards on class mannequins.
- **Standards 10.1-10.2** |Using the business startup process and following the cosmetology laws, create an informational artifact that explains the business ownership for the state of Tennessee.

Course Description

Cosmetology II is the second course in the *Cosmetology* program of study intended to prepare students for careers in cosmetology by developing an understanding of efficient and safe work practices, nail procedures, hair design, and chemical services. Students will gain experience in 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.

Recommended Credit

If offering *Cosmetology II* for 1 credit, follow Option A (theoretical & practical standards). If the offering the course for 2 credits, follow Option B (theoretical and expanded practical standards). If all standards in the course are covered, the course is recommended for two credits.

1 Credit – Option A

Content	Standards
Cosmetology Career Readiness	1.1
Safety, Sanitation, & Efficient Work Practices	2.1, 2.2, 2.3
Anatomical Response to Services	3.1, 3.2
Hair Styling Procedures	6.1, 6.2, 6.3, 6.4
Haircutting Procedures	7.1, 7.2, 7.3
Chemical Services: Texture	8.1, 8.2, 8.3
Chemical Services: Color	9.1, 9.2, 9.3
Salon Ownership	10.1, 10.2

2 Credits – Option B

Content	Standards
Cosmetology Career Readiness	1.1
Safety, Sanitation, & Efficient Work Practices	2.1, 2.2, 2.3
Anatomical Response to Services	3.1, 3.2
Skin Procedures	4.1
Nail Procedures	5.1
Hair Styling Procedures	6.1, 6.2, 6.3, 6.4
Haircutting Procedures	7.1, 7.2, 7.3
Chemical Services: Texture	8.1, 8.2, 8.3
Chemical Services: Color	9.1, 9.2, 9.3
Salon Ownership	10.1, 10.2

Course Standards

1. Cosmetology Career Readiness

1.1 Postsecondary Education: Research and assess **apprenticeships and postsecondary institutions** (colleges of applied technology, community colleges, and four-year universities) in Tennessee and other states that offer **cosmetology-related programs**. Evaluate each **license** that is attainable in the cosmetology field. Develop a **career pathway** plan outlining academic and career achievement goals and objectives.

2. Safety, Sanitation, and Efficient Work Practices

2.1 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.
e. Clean and maintain implements by using appropriately mixed chemicals and follow procedures for decontamination of tools in accordance with OSHA and EPA guidelines.

2.2 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.**

2.3 Equipment and back safety: Demonstrate and explain the **rationale** behind the following **safety concepts**:

a. demonstrate proper posture and body positions during haircutting procedures,
b. proper set-up and operation of equipment, and
    i. differentiate the nature of electricity and electric currents and describe the relationship of electric currents to the electromagnetic spectrum as it pertains to electrical safety.

3. Anatomical Response to Services

3.1 Anatomy Structure and Function: Summarize the different **functions, structures, and diseases and disorders of hair, skin, and nails**, and explain how to properly care for hair, skin, and nails through cleanliness, nutrition, and healthful living.

3.2 Response to Treatments and Services: Compare and contrast how a **client's hair, skin, and nail anatomy reacts to various treatments and services**. Explain why recognizing the differences between **normal and abnormal anatomy** is important in determining whether **specific treatments and services** are appropriate.

4. Skin Procedures

4.1 Proper Skin Procedures: Demonstrate **proper skin procedures**:

a. evaluate the muscular and skeletal anatomy of the head/cranium,
b. demonstrate a skin care service client consultation,
c. demonstrate a wax service,
d. demonstrate basic make-up application, and
e. demonstrate a facial with and without cleansing with ionization.

5. Nail Procedures

5.1 Proper Nail Procedures: Demonstrate **proper nail procedures**:

a. demonstrate proper removal of all materials,
b. use correct techniques to apply nail tips including all sanitary and safety procedures and chemical processes, and
c. evaluate concepts related to the advanced artificial nail techniques to demonstrate the following while adhering to all manufacturer's directions and safety procedures:
    i. correctly apply artificial material, acrylic and gels, to the free edge of the natural nail and or to the full natural nail.

6. Hair Styling Procedures

6.1 Proper Hair Procedures: 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.

6.2 Hairstyling Techniques and Implements: Identify, describe, and effectively demonstrate **hairstyling techniques and manipulating implements** appropriately, include the following, but not limited to:

a. advanced hairstyling techniques,
b. advanced braiding,
c. sectioning,
d. wet hairstyling,
e. roller curls,
f. comb-out techniques, and
g. thermal hairstyling

6.3 Wig Care: Evaluate different types of **wigs** and demonstrate **proper care and storage.**

6.4 Natural Hair Care Services: Demonstrate **basic natural hair care services** to include but not limited to:

a. extensions,
b. braiding,
c. twisting,
d. wefts, and
e. locks.

7. Haircutting Procedures

7.1 Principles of Haircuts: Incorporating **geometric principles**, identify and analyze the purpose and interrelationships related to **various haircuts** to:

a. compare and contrast head form and reference points used in the basic principles of haircutting;
b. compare or contrast balance and consistency related to techniques using the razor, shears, or clippers; and
c. explain and demonstrate the purpose and importance of safety precautions and holding techniques when using various hair cutting tools (razor, shears, clippers, or thinning shears).

7.2 Haircutting Basics: Compare and contrast **lines, angles, and elevation** related to **basic principles of hair cutting** when performing and creating various haircuts that incorporate a:

a. uniform layered hair cut using 90° elevation,
b. long layered hair cut using 180° elevation,
c. graduated hair cut using 45° elevation, and
d. blunt hair cut using 0° elevation.

7.3 Haircutting Terms: Research and describe the use of the following **hair cutting terms** based on an effective mock **client consultation** incorporating face shape and hair analysis that relate to:

a. lines,
b. sections,
c. angles,
d. elevation,
e. guideline or design line,
f. over direction,
g. head form, and
h. reference points.

8. Chemical Services: Texture

8.1 Chemical Composition of Hair: Analyze and illustrate the **chemical composition of the hair** including: side bonds of the cortex, hair pigment, wave pattern, and curly hair.

8.2 Waving Service Consultation: Demonstrate a **client consultation for permanent waving service.**

8.3 Chemical Structure of the Hair: Evaluate the **chemical structure and pH of hair** and differentiate between the **chemical texture services** based on how each service affects the **structure and pH of the hair** including distinguishing factors between **hydrogen and disulfide bonds.**

9. Chemical Services: Color

9.1 Chemistry of Haircoloring: 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 hair color. Identify and analyze the **formulation of hair color** in relation to **hair properties**. Define and analyze the **classification of hair coloring and lightening** and give reasons clients color their hair.

9.2 Hair Coloring Developers and Lighteners: Evaluate **chemicals used in the hair coloring process** including developers and lighteners.

a. Explain melanin's role in the hair coloring process.
b. Explain the role of hydrogen peroxide in hair color formulas.
c. Compare and contrast lightener processes.

9.3 Color Theory: Analyze the **color wheel** and apply concepts of **color theory** to the development of hair color. Identify techniques that achieve desired hues, values, and intensities. Demonstrate the ability to **color mix in various color systems**, including color corrections.

10. Salon Ownership

10.1 Business Startup Process: Describe **key components of the cosmetology business startup process** (the entrepreneur, the environment, the opportunity, startup resources, and state laws, regulations, and legal responsibilities). Explain each component and identify the **risks and rewards**, highlighting the advantages and disadvantages of owning a business versus working for someone else.

10.2 Cosmetology Law: Research and summarize all **state laws and licensing procedures** in the cosmetology field, including but not limited to the cosmetologist license, specialist licenses, salon license, instructor license, and cosmetology school license.

11. Team Project

11.1 Team Project with Data Analysis: As a team, **identify a problem** related to the program of study as a whole. **Research and utilize the Engineering Design Process** to design a solution. Document the following steps in an engineering design notebook for inclusion in

the program portfolio. When possible, connect the problem to an existing SkillsUSA event.

a. Problem Identification: Brainstorm specific problems and challenges within the program of study. Conduct basic research to understand the scope and implications of the identified problem. Identify one problem as a focus area.
b. Research and Analysis: Conduct in-depth research on chosen topics related to the problem. Locate and analyze a dataset related to the problem.
c. Review the stages of Engineering Design Process: Define the problem, research, brainstorm solutions, develop prototypes, test and evaluate, and iterate. Consider constraints such as cost, efficiency, and environmental impact during the design process.
d. Project Implementation: Assign specific roles within the design teams (e.g., project manager, researcher, designer, tester). Design a solution tailored to address the identified problem or scenario. Document progress through design journals, sketches, diagrams, and digital presentations. (Note: Prototype is optional in the Level II course.)
e. Presentation and Reflection: Showcase the problem and solution to the class. Share the data that was analyzed and how it affected the solution. Discuss the design process and challenges. As a class, critically evaluate the effectiveness and feasibility of the solutions and propose potential improvements.