

Cosmetology III

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H13
Prerequisite(s):	<i>Cosmetology I</i> (C19H12) and <i>Cosmetology II</i> (C19H14)
Credit:	1 credit for theoretical standards. 2 credits for all 24 standards (theoretical and practical).
Grade Level:	11-12
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 third course in the program <i>Cosmetology</i> 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 .
Available Student Industry Certifications:	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 Best for All Central: https://bestforall.tnedu.gov/

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 III is the third 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, salon business concepts and operations, advanced hair techniques and chemical services, and facial and skin care procedures. 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. 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 third course in the *Cosmetology* program of study. Flexibility is built in to offer this course for either one or two credits, depending on school capacity and early postsecondary opportunities (i.e., dual enrollment or dual credit). 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>.

Recommended Credit

If offering *Cosmetology II* for 1 credit, follow Option A (theoretical standards). If the offering the course for 2 credits, follow Option B (theoretical and 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 Application	1, 2, 3, 4
Safety, Sanitation, & Efficient Work Practices	5, 6
Salon Business Concepts & Operations	7, 8, 9, 10, 11, 12
Advanced Properties & Procedure for Hair	13, 16
Advanced Techniques in Chemical Services	17, 19, 20
Facials & Skin Care	22, 23, 24

2 Credits – Option B

Credit	Standards
Cosmetology Career Application	1, 2, 3, 4
Safety, Sanitation, & Efficient Work Practices	5, 6
Salon Business Concepts & Operations	7, 8, 9, 10, 11, 12
Advanced Properties & Procedure for Hair	13, 14, 15, 16
Advanced Techniques in Chemical Services	17, 18, 19, 20, 21
Facials & Skin Care	22, 23, 24

Course Standards

Cosmetology Career Application

- 1.) Evaluate your performance in the cosmetology program of study and add the following professional attributes to the professionalism rubric created in *Cosmetology I* and write performance indicators for each:
 - a. Attendance/punctuality
 - b. Professional dress and behavior (*Professional image*)

- c. Positive attitude
 - d. Collaboration
 - e. Honesty
 - f. Respect
 - g. Responsibility
 - h. Appropriate technology use
 - i. Importance of ergonomics
- 2.) Research codes of ethics for running small businesses by comparing samples from professional organizations (such as the Professional Beauty Association). Synthesize principles from the codes to add attributes and performance indicators to the personal code of ethics created in Cosmetology II.
- 3.) 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 cosmetology organization, such as the Association of Cosmetology Salon Professionals (ACSP). Revise the career pathway plan outlining academic and career achievement goals and timeline developed in Cosmetology I to reflect opportunities for advancement in the field.
- 4.) 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

- 5.) Identify safety hazards and demonstrate practices for safe working conditions. Accurately read, interpret, and demonstrate adherence to safety rules, including but not limited to rules pertaining to Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA) guidelines, and state and national code requirements to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Be able to distinguish between the rules and explain why certain rules apply. Incorporate safety procedures and complete a safety test with 100 percent accuracy; include exam in course portfolio.
- 6.) Demonstrate and explain the rationale behind each of the following concepts:
- a. Proper set-up and operation of equipment and utilization of materials by mixing chemicals in appropriate proportions according to manufacturer's instructions.
 - b. Clean and maintain implements by using appropriately mixed chemicals and following the procedures for decontamination of tools.
 - c. Identify appropriate chemicals and perform disinfecting procedures.
 - d. Observe and identify hair, skin, nail, scalp and facial disease and/or disorders. Follow

- safety and sanitary procedures and reference clients to doctors and/or use appropriate techniques.
- e. Employ safe and sanitary hair removal procedures.

Salon Business Concepts and Operations

- 7.) 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.
- 8.) 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 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.
- 9.) Explain the purpose of a business plan, and list the four major parts typically included (business description, management plan, marketing plan, and financial plan). 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.
- 10.) 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:
 - a. Estimated start-up costs
 - b. Projected Income Statement
 - c. Projected Balance Sheet
 - d. Cash Flow
- 11.) 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. 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.

- 12.) 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.

Advanced Properties and Procedures for Hair

- 13.) Demonstrate and explain the rationale behind each of the following concepts:
- a. Determine the risks and benefits of using specific techniques in the evaluation of clients' hair including but not limited to: scalp care, shampooing, conditioning, draping, sectioning, and specialized treatments.
 - b. Explain the purposeful decisions behind selection and maintenance of implements.
 - c. 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.
- 14.) Identify, describe, and effectively demonstrate advanced haircutting techniques while employing implements appropriately and using proper posture and body positions:
- a. Perform haircuts using guides (stationary, traveling, and combination)
 - b. Razor cutting
 - c. Slide cutting
 - d. Shears-over-comb
 - e. Various weight line haircut designs
- 15.) Effectively demonstrate advanced hairstyling techniques and explain how the elements and principles of design are incorporated.
- 16.) Research and create an informational artifact (e.g., brochure, fact sheet, or narrative) comparing and contrasting texturizing techniques. Include illustrative examples of haircuts enhanced with texturized techniques. Include details for the following implements used in texturizing:
- a. Shears
 - b. Razor
 - c. Thinning shears and razor
 - d. Thinning shears
 - e. Free-hand slicing with razor on the ends

Advanced Techniques in Chemical Services

- 17.) Using research and laboratory experiences, analyze the effects of water on shape memory and chemical bonds in the hair. Assess possible explanations for hair breakage during chemical applications to the hair and develop prevention methods. Include this material in an informational artifact to use while demonstrating chemical texture services.

- 18.) Demonstrate safe and effective concepts and procedures in chemical texture services to demonstrate the following while adhering to all safety processes:
- Perm techniques
 - Hair relaxing techniques
 - Curl re-forming (soft curl permanents)
- 19.) Write a review of an effective haircolor consultation in which the cosmetologist establishes a relationship with the client, properly assesses the client's hair, and analyzes the client's history of his or her hair. Include details of how an effective haircolor consultation should proceed: making recommendations, review of procedures, application techniques, cost of services, and follow-up maintenance.
- 20.) Compile a list of key questions used in evaluating clients' hair and formulating haircolor. Discuss the significance of each question and the outcome for each. Explain the importance of performing a patch test when coloring clients' hair, using the U.S. Food, Drug, and Cosmetic Act as reference.
- 21.) Evaluate concepts related to haircoloring and demonstrate the following while adhering to all directions and safety procedures:
- Temporary haircolor
 - Semipermanent haircolor
 - Demipermanent haircolor
 - Single-Process Permanent Color
 - Double-Process Permanent Color
 - Lighteners
 - Toners

Facials and Skin Care

- 22.) 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. State rationale for specific contraindications for hair removal.
- 23.) Consider all pertinent information in performing 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.
- 24.) 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.
- c. Identify different facial types and summarize basic makeup techniques giving reasons for alterations.
- d. Demonstrate basic and formal makeup application.

The following artifacts will reside in the student's portfolio:

- Revised Professionalism Rubric
- Revised Career Pathway Plan
- Revised Personal Design & Business Philosophy
- Safety Exam
- Hair Show Artifact
- Salon Business Plan
- Customer Profile
- Hair Design Procedural Graphics
- Chemical Services Procedural Graphics
- Hair Removal Informational Chart
- Informational Essay on Facials
- Facial Makeup Research

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.