



Program of Study Guide: **Careers in Cosmetology**

Comprehensive and course standards for the
Personal Care Services pathway

Office of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Table of Contents

Document Control Information.....	3
Purpose.....	4
Sources of Standards.....	5
Theory and Practical Topic Alignment.....	7
Course Descriptions.....	11
Industry-Recognized Credentials and Career-Connected Learning	12
Labor Market Information: Definitions and Data	14
Course Standards: Cosmetology I	16
Course Standards: Cosmetology II	20
Course Standards: Cosmetology III.....	23
Course Standards: Cosmetology IV	26

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Purpose

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Careers in Cosmetology Program of Study. The academic standards in this document are theoretical and performance based. The standards contain content from multiple state departments of education, the Maryland Board of Cosmetology, and the PSI Cosmetology Test Taking Guide. They have been reviewed and vetted by members of the Maryland business and industry community.

In addition to academic standards, the Maryland State Department of Education (MSDE) has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Sources of Standards

The standards for the Cosmetology I-IV courses are derived from a combination of authoritative resources that provide comprehensive guidelines and best practices in cosmetology education. These sources collectively provide a robust foundation for developing comprehensive and industry-aligned standards for the Cosmetology I-IV courses, ensuring that students acquire the necessary skills and knowledge to succeed in the field of personal care services.

Below is a list of these sources, along with descriptions, their applications in course development, and corresponding web links:

1. **Milady Standard Cosmetology, 14th Edition**

- A. **Description:** This textbook is a widely recognized resource in cosmetology education, offering in-depth coverage of fundamental and advanced cosmetology concepts, techniques, and procedures.
- B. **Usage:** The textbook serves as the primary curriculum guide, informing the development of course standards and ensuring alignment with industry practices.
- C. **Source:** Milady Standard Cosmetology, 14th Edition: <https://www.milady.com/catalog/milady-standard-cosmetology>

2. **Advance CTE's Career Clusters Framework**

- A. **Description:** Advance CTE provides a framework for career and technical education, outlining essential knowledge and skills across various career clusters, including Health and Human Services.
- B. **Usage:** The framework guides the integration of core academic skills and industry-specific competencies into the cosmetology curriculum, ensuring a well-rounded educational experience.
- C. **Source:** Advance CTE Career Clusters: <https://careertech.org/career-clusters>

3. **State-Specific Cosmetology Licensing Requirements**

- A. **Description:** Each state has unique licensing requirements for cosmetology professionals, detailing necessary training hours, competencies, and examination criteria.
- B. **Usage:** These requirements inform the structuring of course content to ensure students meet all criteria for licensure upon program completion.
- C. **Source:** Cosmetology License Requirements by State: <https://cosmetologyprep.com/cosmetology-license-requirements-by-state/>

4. **National Accrediting Commission of Career Arts and Sciences (NACCAS) Standards**

- A. **Description:** NACCAS is a recognized accrediting agency for cosmetology schools, establishing standards for curriculum quality, institutional integrity, and educational effectiveness.
- B. **Usage:** Adherence to NACCAS standards ensures the program meets national benchmarks for cosmetology education, facilitating accreditation and recognition.
- C. **Source:** NACCAS Official Website: <http://naccas.org/>

5. Maryland Cosmetology Test Taker Guide

- A. **Description:** The Maryland Cosmetology Test Taker Guide is the official candidate handbook published by the Maryland Board of Cosmetology and administered via PSI.
- B. **Usage:** It serves as both a preparatory roadmap and procedural reference for licensed-cosmetology applicants.
- C. **Source:** Maryland Department of Labor:
<https://www.labor.maryland.gov/license/cos/cosexam.shtml>

Theory and Practical Topic Alignment

Alignment of the PSI Theory Test Content to the course standards:

Theory Topic	Course Standards
Safety & Infection Control	Cosmetology I: Infection control procedures, OSHA/EPA guidelines, universal precautions
Client Consultation	Cosmetology I-II: Client-consult forms, mock consults, strand/patch testing
Hair, Scalp, Skin & Nail	Cosmetology I: Anatomy of hair/skin/nails, basic manicure/pedicure, facial theory
Hairstyling	Cosmetology I-II: Sectioning, finger-wave, rollers, blow-dry & thermal curling
Haircutting	Cosmetology II-III: Layered cutting, clipper-over-comb, scissor-over-comb, precision cuts
Chemical Services	Cosmetology II-III: Patch tests, strand tests, color (temp.-perm.), waving, relaxing
Skin Care (Cosmetology Exam Only)	Cosmetology I-IV: Anatomy/physiology of skin, contraindications, basic facial, advanced facials & device-assisted treatments, and specialty esthetic services
Makeup (Cosmetology Exam Only)	Cosmetology II-IV: Makeup procedures and eyelash fundamentals, corrective & editorial makeup application, and advanced couture makeup
Hair Removal (Cosmetology Exam Only)	Cosmetology II-IV: Theory: waxing & tweezing theory, supervised waxing/tweezing services, and advanced body-area waxing strategies & safety
Nails (Cosmetology Exam Only)	Cosmetology I-IV: Nail structure, basic manicure/pedicure, advanced enhancements, and specialist nail art

The PSI **Practical Test** Topic Order lists ten stations, each of which maps to at least one course:

Practical Topic	Course and Standard
Workstation Preparation (10 min)	Cos I: Tool setup, sanitation, daily prep (Standard E.1–E.3)
Basic Manicure (25 min) (Cosmetology Exam Only)	Cos II: Prep, shaping, buffing, polish, cleanup (Standard Cos II—Basic Manicure)
Basic Facial (25 min) (Cosmetology Exam Only)	Cos II: Draping, cleansing, steaming, mask, cleanup (Standard Cos II—Basic Facial)
Blow-Dry & Thermal Curling (25 min)	Cos I–II: Demonstration only in Level I; applied in Level II (Thermal Styling)
Haircutting (30 min)	Cos II: Layered cuts, under-cuts; Cos III: precision couture cuts
Chemical Wave (55 min)	Cos II: Basic waving; Cos III–IV: advanced texture services
Foil Highlights (25 min)	Cos III: Custom color blends, highlighting techniques
Hydroxide Virgin Relaxer (25 min)	Cos III: Chemical straightening and relaxers
Haircolor Retouch (25 min)	Cos III: Corrective color, retouch protocols
End-of-Day Cleanup (10 min)	Cos II: Workstation cleanup, OSHA/EPA protocols

The following tables show the content on the theory and practical exams:

Theory Exam Content	Cosmetology Items	Hairstylist Items
1. Safety and Infection Control	25	25
2. Client Consultation	2	2
3. Hair, Scalp, Skin, and Nail Analysis	15	15
4. Hairstyling	6	6
5. Haircutting	12	12
6. Chemical Services	15	15
7. Skin Care	6	0
8. Makeup	2	0
9. Hair Removal	4	0
10. Nails	13	0
Total Test Questions	100	75
Total Pretest Questions	10	10
Total Test and Pretest Questions	110	85

Practical Exam Content	Cosmetology Minutes	Hairstylist Minutes
1. Workstation Preparation Section	10	10
2. Blow Dry and Therman Curling Section	25	25
3. Haircutting Section	30	30
4. Chemical Wave Section	55	55
5. Foil Highlights Section	25	25
6. Hydroxide Virgin Relaxer Section	25	25
7. Hair Color Retouch Section	25	25
8. End of Day Clean Up Section	10	10
9. Basic Manicure Section	25	0
10. Basic Facial Section	25	0
Total Time or Minutes	255	205
Total Points	115	91

Course Descriptions

Course Level	Course Information	Description
Required Core: Course 1	Cosmetology I SCED: Pending Grades: 9-12 Prerequisite: None Credit: 1	Cosmetology I introduces students to foundational skills in the cosmetology industry, focusing on hair, nail, and skincare services. Students will develop an understanding of workplace professionalism, infection control, and basic hairstyling techniques.
Required Core: Course 2	Cosmetology II SCED: Pending Grades: 10-12 Prerequisite: Cosmetology I Credit: 1	Building on the foundational skills of Cosmetology I, Cosmetology II integrates classroom instruction, laboratory practice, and work-based learning experiences. Students develop proficiency in hairstyling, chemical treatments, nail care, skincare, and wellness services while adhering to strict health and safety protocols. Emphasis is placed on professionalism, customer service, and career readiness, including entrepreneurship and salon management.
Required Core: Course 3	Cosmetology III SCED: Pending Grades: 11-12 Prerequisite: Cosmetology I and II Credit: 1	Cosmetology III advances students' technical skills in hairstyling, chemical services, and wellness practices while preparing them for the Hairstylist license. Students gain expertise in advanced techniques such as corrective coloring, multi-dimensional color applications, intricate nail art, and specialized facials.
Required Core: Course 4	Cosmetology IV SCED: Pending Grades: 11-12 Prerequisite: Cosmetology I, II and III Credit: 1	Cosmetology IV focuses on preparing students for the Cosmetology License examination and successful entry into the workforce. Students refine their mastery of advanced hairstyling, chemical treatments, and wellness services while integrating business and entrepreneurship concepts. Work-based learning, including internships or salon apprenticeships, allows students to gain hands-on experience and meet state licensing requirements.

Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core.

Industry-Recognized Credentials and Career-Connected Learning

The *Blueprint for Maryland's Future* and the High School Level of a Registered Apprenticeship

The Maryland State Department of Education recognizes the high-school level of a Registered Apprenticeship (RA), defined as a State-approved Registered Apprenticeship begun during high school in which students complete at least 144 hours of related technical instruction and 250 hours of paid on-the-job training before graduation, with the remaining required apprenticeship hours completed post-graduation, as the gold standard of Career Connected Learning.

The CTE Committee of the Governor's Workforce Development Board, in alignment with federal apprenticeship standards, requires 144 hours of RTI for all high school RA participants, and the Apprenticeship Maryland Program (AMP) defines the minimum RTI as **one course credit equivalent**. This high-school-level Registered Apprenticeship is the preferred career-connected learning option for students to meet the Blueprint's goal that 45% of public high school graduates complete either the high-school level of a Registered Apprenticeship or another industry-recognized credential.

To the extent practicable, the greatest number of students should achieve this goal through participation in a high-school level Registered Apprenticeship, with schools ensuring these requirements are scheduled, completed, and documented for transcript and reporting purposes.

To the extent practicable, the greatest number of students should achieve this goal through the high-school level of a Registered Apprenticeship.

Career-Connected Learning Resources		
Course 1: Career Awareness	Course 2: Career Preparation	Flex Courses: Career-Connected Learning
- Industry Visits - Guest Speakers - Participation in Career and Technical Student Organizations - Postsecondary Visits – Program Specific Site Tours - Mock Interviews	- All of Career Awareness plus the following: - Job Shadow - Employer Mentoring	- Registered Apprenticeship - Internship - School-Based Enterprise - Employer-Directed Capstone

Industry-Recognized Credentials – The standards in this document are aligned to the following certifications:

By the end of Cosmetology III: Limited Hairstylist License (1200 hours) or

By the end of Cosmetology IV: Cosmetology License (1500 hours)

Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively used to support pathways that lead to high-quality, sustainable employment.

Standard Occupational Code (SOC) and Aligned Industry:

Indicator	Definition	Pathway Labor Market Data
High Wage¹	Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA). <i>Note: A 25th percentile hourly wage of \$24.74 or greater is required to meet this definition.</i>	Standard Occupational Code: 39-5012: Hairdressers, Hairstylists, and Cosmetologists Hourly Wage/Annual Salary: 25 th Percentile: \$15.01 / \$31,221 50 th Percentile: \$17.52 / \$36,442 75 th Percentile: \$23.48 / \$48,838
High Skill	Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher.	Typical Entry-Level Education: Barbers, hairstylists, and cosmetologists usually must complete a state-approved barber or cosmetology program. Admission to these programs varies by state. Programs typically involve a mix of classroom studies and hands-on training and lead to a certificate or other postsecondary nondegree award.
In-Demand	Annual growth plus replacement, across all Maryland occupations, is <u>405</u> openings between 2024-2029.	Annual Openings 827

Lightcast Data Updated August 2025

¹ Living Wage Calculator: <https://livingwage.mit.edu/states/24>

Labor Market Information Data Source

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOCs were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

Methodology for In-Demand Calculations

The baseline for annual job openings, taking into account new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) is 405.

Course Standards: Cosmetology I

1. GENERAL REQUIREMENTS. This course is recommended for students in Grades 9-12.

2. INTRODUCTION

- A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
- C. The Careers in Cosmetology Program is a sequential, multi-level course series designed to prepare students for licensure and successful careers in the cosmetology industry. Spanning foundational to advanced skills, the program integrates classroom instruction, laboratory practice, and work-based learning experiences. Students develop proficiency in hairstyling, chemical treatments, nail care, skincare, and wellness services while adhering to strict health and safety protocols. Emphasis is placed on professionalism, customer service, and career readiness, including entrepreneurship and salon management. By the completion of Cosmetology IV, students will have gained the technical expertise, industry knowledge, and licensure preparation needed to excel in the dynamic field of cosmetology.
- D. Cosmetology I provides students with classroom and laboratory instruction that emphasize safe use of tools, anatomy and physiology of hair and skin, and principles of customer service. Students begin accumulating hours toward licensure while exploring career opportunities in the cosmetology field. Work-based learning experiences, including guest speakers and industry tours, enhance students' understanding of career pathways.
- E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
- F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTOSs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. KNOWLEDGE AND SKILLS

- A. The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work.
 2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn.
 3. Employ effective reading, writing, and technical documentation skills.
 4. Solve problems using critical thinking techniques and structured troubleshooting methodologies.
 5. Demonstrate leadership skills and collaborate effectively as a team member.
 6. Implement safety procedures, including proper use of software and following privacy guidelines.
 7. Exhibit an understanding of legal and ethical responsibilities in the personal services field, following copyright laws and regulations.
 8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting.
- B. The student identifies various career pathways in the personal care service field. The student is expected to:**
1. Develop a basic career plan that includes the necessary education, certifications, job skills, and experience for specific roles in cosmetology.
 2. Create a professional resume reflecting emerging skills and any completed safety certifications (e.g., infection control).
 3. Demonstrate effective interview techniques for entry-level cosmetology positions.
- C. The student develops technology skills relevant to salon operations. The student is expected to:**
1. Use digital platforms to research and compare professional-grade tools and products.
 2. Navigate online Safety Data Sheets (SDS) to ensure proper chemical handling (theory only).
 3. Use scheduling and point-of-sale software to create mock appointments and inventory lists.
 4. Apply basic social-media strategies to build a professional brand (theory only).
- D. The student integrates core academic skills into cosmetology practices. The student is expected to:**
1. Apply ratios and percentages to calculate product mixtures and service pricing.
 2. Use anatomy, physiology, and basic chemistry principles to explain hair, skin, and nail structure.
 3. Demonstrate written and verbal communication by completing client-consultation forms.
 4. Interpret OSHA and EPA guidelines to establish a compliant salon workspace.
- E. The student applies knowledge of infection control and workplace safety. The student is expected to:**
1. Implement infection-control procedures (sanitation, sterilization of tools/workstations).
 2. Recognize and mitigate hazards in compliance with OSHA and EPA guidelines.
 3. Apply universal precautions when handling all salon materials.

- F. **The student develops foundational proficiency with salon tools. The student is expected to:**
1. Safely use and maintain basic implements (combs, brushes, shears, blow-dryers).
 2. Demonstrate ergonomic handling of equipment to build dexterity.
- G. **The student demonstrates core hairstyling skills. The student is expected to:**
1. Perform sectioning, finger-waving, and comb-out techniques.
 2. Create wet hairstyles using rollers and basic implements.
 3. Use thermal tools (flat iron, curling iron) for demonstration only, adhering to safety protocols.

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- H. **The student demonstrates readiness for chemical hair treatments after completing foundational training. The student is expected to:**
1. Explain the science of hair structure and factors affecting treatment suitability.
 2. Understand the differences among temporary, semi-permanent, and permanent treatments (theory only).
 3. Acknowledge that application of chemical services will begin in Cosmetology II only after meeting all safety and instructional-hour requirements.
- I. **The student explores business practices and career planning in the cosmetology industry. The student is expected to:**
1. Formulate a sample salon service menu based on trend research.
 2. Describe basic marketing and client-retention techniques.
 3. Participate in career-connected awareness events (guest speakers, site tours)
- J. **The student demonstrates foundational knowledge of skin and nail structures, conditions, and safe care procedures. The student is expected to:**
1. Describe anatomy and physiology of the skin, hair follicles, and nails
 2. Differentiate single-use vs. multi-use implements and examine proper disinfection methods
 3. Explain basic manicure and pedicure processes, including cuticle care, shaping, and finish
 4. Summarize facial structures, contraindications, and basic facial procedures

Course Standards: Cosmetology II

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
 - C. The Careers in Cosmetology Program is a sequential, multi-level course series designed to prepare students for licensure and successful careers in the cosmetology industry. Spanning foundational to advanced skills, the program integrates classroom instruction, laboratory practice, and work-based learning experiences. Students develop proficiency in hairstyling, chemical treatments, nail care, skincare, and wellness services while adhering to strict health and safety protocols. Emphasis is placed on professionalism, customer service, and career readiness, including entrepreneurship and salon management. By the completion of Cosmetology IV, students will have gained the technical expertise, industry knowledge, and licensure preparation needed to excel in the dynamic field of cosmetology.
 - D. Cosmetology II emphasizes client consultations, understanding facial shapes, and customizing services. Students explore business practices such as service pricing and salon operations, preparing them for the Hairstylist certification in future courses. Work-based learning opportunities allow students to apply classroom knowledge in real-world settings.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student refines employability and service-orientation skills within supervised salon simulations. The student is expected to:**
 1. Model professional salon behaviors (dress code, hygiene, client communication) in role-play scenarios.
 2. Collaborate effectively in paired or small-group service projects.
 3. Apply structured problem-solving when resolving simulated client concerns.
 4. Mentor Level I peers on foundational salon protocols.

- B. The student updates career plans to include industry credentials and practicum goals. The student is expected to:**
1. Research and compare state licensing requirements and entry-level job descriptions.
 2. Map a pathway of instruction hours and checkpoints needed before chemical-service authorization.
 3. Develop a networking log of industry contacts (guest speakers, salon partners).
- C. The student applies software and digital tools to salon operations. The student is expected to:**
1. Use salon-management software to schedule mock chemical-service appointments.
 2. Retrieve and interpret Safety Data Sheets (SDS) for all service chemicals.
 3. Publish supervised social-media posts highlighting service outcomes (with privacy compliance).
- D. The student integrates math and chemistry into service delivery. The student is expected to:**
1. Calculate precise product dilutions and mixture ratios using percentages and proportions.
 2. Explain pH principles as they relate to hair structure and product selection.
 3. Apply anatomy of hair and scalp to select appropriate chemical treatments.
- E. The student performs advanced safety protocols for chemical services. The student is expected to:**
1. Conduct patch tests and strand tests, document results, and adjust formulas accordingly.
 2. Follow manufacturer and OSHA/EPA guidelines for mixing, storing, and disposing of chemicals.
 3. Demonstrate emergency response procedures for chemical exposure incidents.
- F. The student masters specialized implements used in chemical services. The student is expected to:**
1. Accurately measure and mix chemical solutions in graduated vessels.
 2. Safely operate heat processors, hood dryers, and specialized applicators.
 3. Maintain calibrated dispensing equipment according to industry standards.
- G. The student expands hairstyling repertoire in client simulations. The student is expected to:**
1. Perform layered haircutting and clipper-over-comb techniques.
 2. Create braids, twists, and updo styles suited to wet and dry hair.
 3. Integrate thermal styling with chemical-service preparation.
- H. The student begins supervised application of chemical treatments. The student is expected to:**
1. Apply temporary and semi-permanent hair color under instructor supervision.
 2. Perform basic permanent waving or relaxing services following strand-test guidance.
 3. Adhere strictly to timing, safety, and post-treatment care protocols.

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- I. **The student applies business principles in simulated salon environments. The student is expected to:**
 - 1. Develop service menus and pricing models that factor in product cost and time.
 - 2. Execute complete client consultations and service records.
 - 3. Analyze simulated client-flow data to optimize scheduling.

 - J. **The student performs basic nail services under supervision. The student is expected to:**
 - 1. Prepare manicure/pedicure workstations and client hands/feet in compliance with infection-control procedures.
 - 2. Demonstrate shaping, buffing, and polishing techniques, and proper clean-up.
 - K. **The student conducts basic facials in a simulated environment. The student is expected to:**
 - 1. Set up and drape for a basic facial; perform cleansing, steaming, and mask application using towel steam.
 - 2. Adhere to infection-control and safety precautions throughout service and station clean-up.

 - L. **The student demonstrates theory only. The student is expected to:**
 - 1. Identify makeup procedures and eyelash-extension fundamentals.
 - 2. Explain waxing and tweezing techniques, including temperature and safety precautions.

 - M. **The student demonstrates proper end-of-day workstation cleanup and reset procedures in compliance with PSI practical-test guidelines. The student is expected to:**
 - 1. Collect, segregate, and dispose of single-use and multi-use items into designated containers.
 - 2. Disinfect all tools, implements, surfaces, and equipment per manufacturer and OSHA/EPA protocols.
 - 3. Restore workstation to “ready” condition, including restocking supplies and checking equipment functionality.

Course Standards: Cosmetology III

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
 - C. The Careers in Cosmetology Program is a sequential, multi-level course series designed to prepare students for licensure and successful careers in the cosmetology industry. Spanning foundational to advanced skills, the program integrates classroom instruction, laboratory practice, and work-based learning experiences. Students develop proficiency in hairstyling, chemical treatments, nail care, skincare, and wellness services while adhering to strict health and safety protocols. Emphasis is placed on professionalism, customer service, and career readiness, including entrepreneurship and salon management. By the completion of Cosmetology IV, students will have gained the technical expertise, industry knowledge, and licensure preparation needed to excel in the dynamic field of cosmetology.
 - D. Cosmetology III emphasizes professionalism, customer retention strategies, and leadership skills in the salon environment. Students continue to accumulate hours toward licensure through work-based learning experiences, internships, or apprenticeships under licensed professionals. This course also introduces students to mock licensing exams and portfolio development.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTOSs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTOS activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student leads salon teams and refines professional judgment in live-service settings. The student is expected to:**
 1. Supervise Level I/II peers during mock salon operations.
 2. Implement continuous improvement processes based on client-feedback reviews.
 3. Demonstrate advanced client-communication techniques, including conflict resolution.

- B. The student identifies various career pathways in the personal care service field. The student is expected to:**
1. Register for State Board examination and schedule required skill-demonstration assessments.
 2. Complete a detailed career-development document, including anticipated earnings and employment venues.
 3. Cultivate professional networking through industry events and externships.
- C. The student leverages digital tools for professional branding and record-keeping.. The student is expected to:**
1. Design and maintain an online portfolio website showcasing service photos and client testimonials.
 2. Use digital analytics to refine social-media and marketing strategies.
 3. Implement client-management software for appointment tracking and follow-up.
- D. The student applies advanced academic concepts to salon business. The student is expected to:**
1. Develop salon-budget projections and cost-analysis models.
 2. Interpret chemistry data to troubleshoot formulation challenges (e.g., color correction).
 3. Apply geometric principles to creative cutting and styling patterns.
- E. The student ensures compliance with all regulatory and exam standards. The student is expected to:**
1. Conduct full safety audits of salon spaces per State Board checklists.
 2. Model exemplary sanitation and infection-control practices under exam conditions.
 3. Demonstrate mastery of client-health screening and contraindication protocols.
- F. The student operates specialized and multi-functional salon equipment. The student is expected to:**
1. Use advanced laser, light-therapy, and spa equipment safely.
 2. Calibrate and maintain professional-grade color-mixing systems.
- G. The student creates complex, customized designs. The student is expected to:**
1. Perform precision haircutting techniques (e.g., scissor-over-comb, razor cutting).
 2. Craft couture styles (bridal, editorial, avant-garde).
- H. The student executes a full range of chemical treatments. The student is expected to:**
1. Formulate and apply custom hair-color blends, highlights, balayage, and corrective color services.
 2. Perform chemical straightening and texture-modification services safely and efficiently.
 3. Analyze service outcomes and prescribe post-treatment care plans.
- I. The student develops a salon-startup plan. The student is expected to:**
1. Draft a comprehensive business plan, including market analysis, staffing, and financial projections.
 2. Design branding materials (logos, signage, digital collateral).
 3. Outline staffing and client-retention strategies for a small salon.

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- J. **The student compiles a professional portfolio and readies for State Board licensure. The student is expected to:**
1. Assemble performance-hour logs, service-photo galleries, and client-testimonial records.
 2. Include all safety certifications, mock-exam results, and State Board-specified skill-checklists.
 3. Develop entrepreneurship artifacts: résumé, mock interview scripts, and salon-startup pitch deck.
 4. Demonstrate readiness via simulated licensure exam stations.
- K. **The student applies nail-enhancement systems. The student is expected to:**
1. Demonstrate monomer/polymer and gel application fundamentals, maintenance, and removal.
 2. Follow SDS-based chemical safety procedures for enhancement products.
- L. **The student performs advanced facials and makeup applications. The student is expected to:**
1. Conduct skin analysis, massage manipulations, and device-assisted treatments.
 2. Apply corrective and editorial makeup looks, adhering to sanitation and safety protocols.

Course Standards: Cosmetology IV

1. **GENERAL REQUIREMENTS.** This course is recommended for students in Grades 10-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Healthcare and Human Services Career Cluster encompasses careers for in-home and personal care support and offer esthetics and wellness services such as hairdressing, nail care, skincare, fitness, and massage therapy. Professionals in this field focus on enhancing personal appearance and promoting relaxation and well-being while remaining grounded in a thorough understanding of health and safety practices.
 - C. The Careers in Cosmetology Program is a sequential, multi-level course series designed to prepare students for licensure and successful careers in the cosmetology industry. Spanning foundational to advanced skills, the program integrates classroom instruction, laboratory practice, and work-based learning experiences. Students develop proficiency in hairstyling, chemical treatments, nail care, skincare, and wellness services while adhering to strict health and safety protocols. Emphasis is placed on professionalism, customer service, and career readiness, including entrepreneurship and salon management. By the completion of Cosmetology IV, students will have gained the technical expertise, industry knowledge, and licensure preparation needed to excel in the dynamic field of cosmetology.
 - D. In Cosmetology IV, students will complete professional portfolios, participate in mock licensing exams, and develop career plans to support their transition to the cosmetology industry. This capstone course ensures students are fully prepared to pursue licensure and employment opportunities.
 - E. Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student operates as a licensed-practice intern and mentor. The student is expected to:**
 1. Manage live-client appointments under salon-owner supervision.
 2. Train and evaluate Level I-III students in advanced service delivery.
 3. Coordinate continuing-education activities for salon staff.
 - B. **The student implements an ongoing professional growth plan. The student is expected to:**
 1. Enroll in post-licensure specialty certifications (e.g., hair extension, color artistry).
 2. Set annual career objectives and identify advanced training opportunities.

- C. **The student optimizes digital operations in a real-world salon environment. The student is expected to:**
 - 1. Integrate e-commerce (product retail) into salon software.
 - 2. Use CRM analytics to drive client-retention campaigns.
- D. **The student applies strategic business mathematics and analytics. The student is expected to:**
 - 1. Perform break-even and ROI analyses on new service lines.
 - 2. Leverage demographic data to target marketing initiatives.
- E. **The student leads salon-wide compliance and quality initiatives. The student is expected to:**
 - 1. Conduct formal audits and implement corrective action plans.
 - 2. Serve as a safety-and-sanitation instructor for entry-level staff.
- F. **The student deploys cutting-edge salon technologies. The student is expected to:**
 - 1. Operate and maintain advanced spa and laser apparatus.
 - 2. Source and validate emerging professional-grade tools.
- G. **The student pioneers trend-setting designs. The student is expected to:**
 - 1. Develop signature editorial and runway hairstyles.
 - 2. Lead collaborative design projects with makeup and fashion students.
- H. **The student innovates custom chemical formulations. The student is expected to:**
 - 1. Create bespoke color-and-texture services for specialized clientele.
 - 2. Resolve complex corrective and restorative treatment cases.
- I. **The student oversees all aspects of salon operations. The student is expected to:**
 - 1. Implement staffing, inventory, and finance management systems.
 - 2. Negotiate vendor contracts and manage P&L statements.
- J. **The student completes a portfolio and business-launch capstone. The student is expected to:**
 - 1. Present a live portfolio review, including client-case studies and service demos.
 - 2. Deliver a business-launch presentation with marketing, financials, and growth projections.
 - 3. Pass all State Board licensure and elective-certification examinations.
 - 4. Submit a finalized résumé, professional biography, and ongoing professional-development plan.
- K. **The student integrates hair-removal theory into advanced services. The student is expected to:**
 - 1. Plan waxing services for various body areas, selecting correct products and temperatures.
 - 2. Manage exposure incidents and emergency responses in high-risk services.

- L. **The student rehearses full practical test sequence. The student is expected to:**
1. Simulate all ten Practical Topic Areas—from workstation prep through end-of-day cleanup—under timed conditions.
 2. Self-evaluate against PSI performance criteria (75% passing threshold) and iterate skill stations for improvement.