Maryland CTE Programs of Study

Cosmetology IV (2025)

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INTRODUCTION 2

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. 2.A

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. 2.B

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. 2.C

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. 2.D

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. 2.E

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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. 2.F

KNOWLEDGE AND SKILLS 3

A The student operates as a licensed-practice intern and mentor. The student is expected to: 3.A

1 Manage live-client appointments under salon-owner supervision. 3.A.1

2 Train and evaluate Level I–III students in advanced service delivery. 3.A.2

3 Coordinate continuing-education activities for salon staff. 3.A.3

B The student implements an ongoing professional growth plan. The student is expected to: 3.B

1 Enroll in post-licensure specialty certifications (e.g., hair extension, color artistry). 3.B.1

2 Set annual career objectives and identify advanced training opportunities. 3.B.2

C The student optimizes digital operations in a real-world salon environment. The student is expected to: 3.C

1 Integrate e-commerce (product retail) into salon software. 3.C.1

2 Use CRM analytics to drive client-retention campaigns. 3.C.2

D The student applies strategic business mathematics and analytics. The student is expected to: 3.D

1 Perform break-even and ROI analyses on new service lines. 3.D.1

2 Leverage demographic data to target marketing initiatives. 3.D.2

E The student leads salon-wide compliance and quality initiatives. The student is expected to: 3.E

1 Conduct formal audits and implement corrective action plans. 3.E.1

2 Serve as a safety-and-sanitation instructor for entry-level staff. 3.E.2

F The student deploys cutting-edge salon technologies. The student is expected to: 3.F

1 Operate and maintain advanced spa and laser apparatus. 3.F.1

2 Source and validate emerging professional-grade tools. 3.F.2

G The student pioneers trend-setting designs. The student is expected to: 3.G

1 Develop signature editorial and runway hairstyles. 3.G.1

2 Lead collaborative design projects with makeup and fashion students. 3.G.2

H The student innovates custom chemical formulations. The student is expected to: 3.H

1 Create bespoke color-and-texture services for specialized clientele. 3.H.1

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2 Resolve complex corrective and restorative treatment cases. 3.H.2

I The student oversees all aspects of salon operations. The student is expected to: 3.I

1 Implement staffing, inventory, and finance management systems. 3.I.1

2 Negotiate vendor contracts and manage P&L statements. 3.I.2

J The student completes a portfolio and business-launch capstone. The student is expected to: 3.J

1 Present a live portfolio review, including client-case studies and service demos. 3.J.1

2 Deliver a business-launch presentation with marketing, financials, and growth projections. 3.J.2

3 Pass all State Board licensure and elective-certification examinations. 3.J.3

4 Submit a finalized résumé, professional biography, and ongoing professional-development plan. 3.J.4

K The student integrates hair-removal theory into advanced services. The student is expected to: 3.K

1 Plan waxing services for various body areas, selecting correct products and temperatures. 3.K.1

2 Manage exposure incidents and emergency responses in high-risk services. 3.K.2

L The student rehearses full practical test sequence. The student is expected to: 3.L

1 Simulate all ten Practical Topic Areas—from workstation prep through end-of-day cleanup—under timed conditions. 3.L.1

2 Self-evaluate against PSI performance criteria (75% passing threshold) and iterate skill stations for improvement. 3.L.2