Maryland CTE Program of Study

## Careers in Cosmetology Program Proposal Form

Maryland State Department of Education

Division of Career and College Readiness

200 West Baltimore Street

Baltimore, Maryland 21201-2595

This agreement is between the Division of Career Technology and Adult Learning (DCTAL), Maryland State Department of Education, and the local school system listed below.

**LOCAL SCHOOL SYSTEM INFORMATION –** Complete the information requested below, including the original signature of the CTE local director.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | | | | | | | | |  | | | | | | | |
| Name of CTE local director: | | | | | | | |  | | | | | Phone: | | |  | |
| LSS Career Cluster: | | | | | |  | | | | | | | | | | | |
| LSS Program Title: | | |  | | | | | | | | | | | | | | |
| Pathway Options: | 1. | | | | | | | | | | 2. | | | 3. | | | |
| Value Added  Options: | | yes  yes  yes | | no  no  no | | | This program provides students the opportunity to earn early college credit. The academic and technical course sequences for both secondary and postsecondary programs are included herein.  Enclosed is a copy of the articulation agreement (Copy required for CTE program approval if the program is articulated with a postsecondary education provider).  This program provides students with the opportunity to earn an industry-recognized credential. The credential is identified herein. | | | | | | | | | | |
| Program Start Date: | | | | |  | | | | | | |  | | |  | | |
| Signature of CTE Local Director: | | | | | | | | |  | | | | | | Date: | |  |
| Signature of Local Superintendent: | | | | | | | | |  | | | | | | Date: | |  |

**TO BE COMPLETED BY MSDE/DCTAL**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date Program Proposal received by CTE Systems Branch: | | | |  | | | | |
| CTE Control Number: | |  | | | Fiscal Year: | |  | |
| CIP Number: | Program: 12.0450 | | Pathway  Option 1: | | | Pathway  Option 2: | | Pathway  Option 3: |
| MSDE Cluster Title: | | Consumer Services, Hospitality and Tourism | | | | | | |

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| --- | --- | --- | --- | --- |
| **Approval Starts FY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  | | |
|  |  |  | | |
| Signature, Assistant State Superintendent, Career Technology & Adult Learning | | |  | Date |

**CTE Secondary Program Proposal Contents**

**STEP 1A: PROGRAM ADVISORY COMMITTEE MEMBERS AND THEIR AFFILIATIONS**

Complete the list of the Program Advisory Committee (PAC) members. Members should include employers, local workforce development representatives, economic development personnel, business, or labor representatives, and the remainder should include secondary and postsecondary, academic and technical educators and other stakeholders. Place a check in the appropriate box to indicate the role each person plays. Include all of the information requested for each entry. Use this form or a locally developed form – either one is acceptable as long as all information is provided.

# Program Advisory Committee List

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Membership: First entry should be the industry representative who is leading the PAC.** | | | | | | | | |
| PAC Leader Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | | Representation: | | |
| Title: | |  | | | | Industry  Secondary  Postsecondary | | |
| Affiliation: | |  | | | | | | |
| Address1: | |  | | | | | | |
| Address2: | |  | | | | | | |
| City, State, Zip: | |  | | State: | |  | Zip |  |
| Phone: | |  | | Fax: | |  | | |
| Email: | |  | | | | | | |
| Area of Expertise: | |  | | | | | | |
| Role: | Work-based Learning  Curriculum Development  Skills Standards Validation  Staff Development | | | | | | | |
| Program Development | | Other (specify): | |  | | | |

STEP 1B: DOCUMENTED LABOR MARKET DEMAND – Check the appropriate box below.

Demand exists

The PAC will review labor market information on a local, regional and/or state basis. Check this box if demand exists for the identified occupations. The labor market information does not need to be provided with the proposal as long as there is a demand for employees according to data provided by the Department of Labor, Licensing and Regulation (DLLR) or documented by employers in letters or other correspondence.

If evidence for labor market demand is not readily available, attach documentation to the proposal.

Check this box if there is a unique labor market demand for a program and if data are not available from the Department of Labor, Licensing and Regulation (DLLR). If the occupation is new or emerging and no data exist, supporting evidence is submitted with the proposal (i.e. document local, national, or regional trends, local circumstances, or provide letters from employers or local economic/workforce development offices documenting employment demand including the projected number of openings by pathway).

**STEP 2A: PROGRAM OVERVIEW** – After determining the cluster and pathway options, identify the standards used to develop the CTE program of study. Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.

|  |
| --- |
| **Indicate the title and source of the skills standards for this program:** Experior Assessments, LLC provides the candidate information bulletin outlining the required knowledge and skills which are validated through an employer review process. |
| **Program Overview:** The Careers in Cosmetology Program prepares individuals to care for and beautify hair, skin and nails. Students are instructed in the art and science of cosmetology as well as all aspects of the industry. Hair services taught include giving shampoos, rinses, scalp treatments, styling, setting, cutting, hair coloring and lightening, permanent waving and chemical relaxing. Skin procedures include facials, make-up and hair removal. Nail techniques include manicures, pedicures, artificial nail enhancements, advanced nail techniques, and foot/leg and hand/arm massage. Emphasis is placed on hygiene, safety and sanitation as well as State Board of Cosmetologists’ rules and regulations. Related areas of instruction include human anatomy and physiology; mathematics and measurement; analysis, diagnosis and histology of hair, skin and nails; chemistry; fundamentals of electricity; product knowledge; customer relations; and employability skills. Salon management is an integral part of the classroom and clinical experience. The 1,500 hour program includes classroom instruction, clinical experience, related mentored work-based learning experience and a senior capstone project. Upon successful completion and the instructor’s recommendation the student will be required to take the Maryland State Board of Cosmetologists’ Examination.  The Candidate Information Bulletin (CIB) developed by Experior Testing references the following sources for State Board exam content:   * *Annotated Code of Maryland Business Occupations and Professions Article: Title 5 – Cosmetologists and Code of Maryland Regulations (COMAR) Title 9, Subtitle 22* * *Milady’s Standard Textbook of Cosmetology* * *Salon Fundamentals: A Resource for Your Cosmetology Career* |

**STEP 2B: COURSE DESCRIPTIONS AND END OF COURSE ASSESSMENTS** – Insert each CTE completer course title. Describe each course based on what students are expected to know and be able to demonstrate as a result of their participation. Check the assessment instrument(s) that will be used to document student attainment of the knowledge and skills included in each course and specify additional information as appropriate.

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| --- |
| **Course Title: Principles and Practice of Cosmetology (up to 500 hours)**  **Course Description:** This course provides an introduction to the field of cosmetology. Students develop and practice basic skills in cosmetology; develop a broad understanding of the variety of career options available to a licensed cosmetologist; and learn how science and math is a fundamental aspect of the practice of cosmetology.  Upon completion of this course students will be able to:   * Identify the career opportunities available to licensed cosmetologists. * Explain the history of the cosmetology profession. * Demonstrate the necessary employability skills to effectively manage their career. * Demonstrate effective human relations in a professional setting. * Demonstrate the use of effective communication skills. * Describe the histology of the hair and scalp. * Describe the properties of the hair, skin and nails. * Identify the diseases and disorders of hair, skin and scalp. * Describe the structure of the nail and perform a basic manicure and pedicure. * Discuss and perform the techniques of shampooing, rinsing and conditioning hair. * Demonstrate the proper use of haircutting tools, techniques, and the principles of hair design. * Demonstrate proper safety and infection control procedures. * Apply the foundation knowledge of anatomy, physiology and chemistry and how it relates to the practice of cosmetology. * Continuously update academic, technical and workplace skills through clinical applications. * Apply and understand concepts of mathematics and measurement.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title: Principles and Practice of Cosmetology (up to 500 hours)**  **Course Description:** This course provides an introduction to the field of cosmetology. Students develop and practice basic skills in cosmetology; develop a broad understanding of the variety of career options available to a licensed cosmetologist; and learn how science and math is a fundamental aspect of the practice of cosmetology.  Upon completion of this course students will be able to:   * Identify the career opportunities available to licensed cosmetologists. * Explain the history of the cosmetology profession. * Demonstrate the necessary employability skills to effectively manage their career. * Demonstrate effective human relations in a professional setting. * Demonstrate the use of effective communication skills. * Describe the histology of the hair and scalp. * Describe the properties of the hair, skin and nails. * Identify the diseases and disorders of hair, skin and scalp. * Describe the structure of the nail and perform a basic manicure and pedicure. * Discuss and perform the techniques of shampooing, rinsing and conditioning hair. * Demonstrate the proper use of haircutting tools, techniques, and the principles of hair design. * Demonstrate proper safety and infection control procedures. * Apply the foundation knowledge of anatomy, physiology and chemistry and how it relates to the practice of cosmetology. * Continuously update academic, technical and workplace skills through clinical applications. * Apply and understand concepts of mathematics and measurement.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title: Advanced Cosmetology: Theory and Application (up to 500 hours)**  **Course Description:** This course allows students to develop and practice more advanced techniques in the field of cosmetology.  Upon completion of this course students will be able to:   * Demonstrate various facial treatments. * Perform various massage and manipulation techniques. * Perform a make-up application. * Demonstrate a hair press and thermal style. * Select, apply and explain various hair coloring and lightening techniques. * Explain and demonstrate the proper technique for hair braiding. * Describe human body systems and explain these functions as they relate to cosmetology. * Select, apply and explain various hair removal techniques. * Select, apply and explain various skin care treatments. * Perform the application of various artificial nail techniques. * Apply the foundation knowledge of anatomy, physiology and chemistry and how it relates to the practice of cosmetology. * Continuously update academic, technical and workplace skills through clinical applications. * Apply and understand concepts of mathematics and measurement. * Apply for the 1000-hour letter to be eligible to participate in a work-based learning experience. * Upon successful completion of the first 1,000 hours of the program and their instructor’s recommendation, students will be eligible to participate in up to 300 hours of a supervised work-based learning experience in a salon setting. These experiences are organized around a training plan that is cooperatively developed by the school and employer to add value to and extend a student’s career preparation. This instruction is planned, organized, and coordinated to assure that each component contributes to the student’s education and employability. A work-based learning agreement is designed in cooperation with the employer and jointly monitored by the mentor and the teacher. * Demonstrate and apply knowledge and skills acquired during in-school clinical and work-based learning experiences. * Continuously update academic, technical and workplace skills through clinical applications.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |
| **Course Title: Mastery of Cosmetology (completion of 1,500 hours and take the licensing exam)**  Course Description: This course provides students the opportunity to further refine and apply skills that support all aspects of the cosmetology industry. It will assist in preparing students to obtain employment and advance in the field of cosmetology upon passing the State Board of Cosmetologists’ licensing examination.  Upon completion of this course students will be able to:   * Explore job market and employment opportunities. * Apply the fundamentals of small business management. * Explain and demonstrate the skills necessary for transition from school to a professional setting. * Complete a senior capstone project/portfolio. * Take the State Board Exam. * Apply the foundation knowledge of anatomy, physiology and chemistry and how it relates to the practice of cosmetology. * Recognize the array of careers options available to a licensed cosmetologist. * Apply and understand concepts of mathematics and measurement. * Continuously update academic, technical and workplace skills through clinical applications. * Demonstrate and apply knowledge and skills acquired during in-school clinical and work-based learning experiences. * Continuously update academic, technical and workplace skills through clinical applications.   **End of Course Assessment**  Check the assessment instruments that will be used to document student attainment of the course knowledge and skills.  Teacher-designed end-of-course assessment  School system-designed end-of-course assessment  Partner-developed exam: (specify)  Licensing exam: (specify)  Certification or credentialing exam: (specify)  Nationally recognized examination: (specify) |

**STEP 2C: END-OF-PROGRAM ASSESSMENT** - Check the assessment instruments that will be used to document student attainment of the program knowledge and skills. Include and identify assessments leading to industry recognized credentials if available and appropriate.

Teacher-designed end-of-program assessment

School system-designed end-of-program assessment

Partner-developed exam: (specify)

Licensing exam: (specify) *(Students are required to take the licensing examination)* Maryland State Board of Cosmetologists’ Licensing Exam administered by Experior Assessments

Certification or credentialing exam: (specify)

Nationally recognized examination: (specify)

**STEP 2D: Program Sequence Matrix (Include the program sequences for High School, Associate’s Degree, and Bachelor’s Degree programs).** Identify the pathway options. Complete the program matrix for the 9-12 program, plus, for Tech Prep programs include the matrix for the two- or four-year college program of study. Indicate which courses receive CTE credit by placing the number of credits in parentheses after each CTE course title. Place an asterisk (\*) next to the course identified as the concentrator course indicating that the student has completed 50% of the program.

The program matrix defines a planned, sequential program of study that consists of a minimum of four credits in CTE coursework including work-based learning and/or industry-mentored projects. Work-based learning experiences or industry-mentored projects must be included in the program to obtain approval. The program matrix includes the recommended academic and CTE courses identified for the pathway and postsecondary linkages (i.e., dual enrollment, Tech Prep, transcripted and articulated credit).

CTE programs typically begin after ninth grade and do not include career exploration courses. Courses such as computer applications and keyboarding are not included in the completer sequence because they provide prerequisite skills for both academic courses and CTE programs. Academic courses are counted only if they are tailored to serve mainly CTE students and have been revised to reflect industry skill standards. Technology Education or Advanced Technology Education courses are not acceptable for credit in the career and technology education program sequence.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The LSS program title should be the same one that appears on the cover page. If more than one pathway option is offered in the program, complete a matrix for each program option (MSDE will insert the CIP number). Example: An Academy of Information Technology program may include options in web design & programming.** | | | | | | | | |
| **Pathway/Program:** | **Careers in Cosmetology** | | | **CIP Number  (For MSDE Use)** | | **12.0450** | | |
| **Graduation Requirements** | | **Grade 9** | **Grade 10** | | **Grade 11** | | **Grade 12** | |
| English - 4 | | English 9 | English 10 | | English 11 | | English 12 | |
| Social Studies - 3 | | US Government | World History | | US History | | Government and Economics | |
| Mathematics - 3 | | Algebra | Geometry (minimum requirement) | | Algebra II | | \*\*Pre-Calculus or Statistics or AP Math or Statistics or Business Analysis | |
| Science - 3 | | Biology | Chemistry | | Anatomy and Physiology | | \*\*AP Biology or  Dual Enrollment | |
| Physical Education -.5  Health Education - .5 | | .5 PE | .5 Health | |  | |  | |
| Fine Arts - 1 | | .5 Fine Arts | .5 Fine Arts | |  | |  | |
| Technology Education - 1 | | Tech Ed |  | |  | |  | |
| CTE Completer Program – 4  \*concentrator course | |  | Principles and Practice of Cosmetology ( ) | | \*Advanced Cosmetology: Theory and Application ( ) | | | Mastery of Cosmetology |
| Work-based Learning *(occurs after the completion of 1000 hours of program)* | | | |
| Foreign Language - 2 and/or  Advanced Tech Ed - 2 | | Foreign Language | Foreign Language | | Advanced Technology Education | | | Advanced Technology Education |
| **Provide a list of examples of careers students are preparing to enter and postsecondary options:**  Cosmetologist, make-up artist, nail technician, esthetician, salon manager, cosmetology instructor | | | | | | | | |

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| --- | --- |
| **Two Year College Program Sequence – Program Overview**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

|  |  |
| --- | --- |
| **Four Year College Program Sequence – Program Overview**  **Complete this matrix if the program includes a four year degree option**  **Many local school systems provide postsecondary matrices in their program of study guides to inform students, parents, and counselors of the opportunities available to those enrolled in the program. Section 2E must be completed before an articulated CTE program of study can be approved. *A copy of the Articulation Agreement is also required to be submitted with the proposal prior to program approval.***  **Describe the program to be developed in detail based on what students are expected to know and be able to demonstrate as a result of participating in the program.** | |
| **Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College/Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Recommended Sequence – Complete the program matrix for the postsecondary sequence for the articulated CTE program of study. Indicate which courses receive articulated or transcripted credit by PLACING THE NUMBER OF CREDITS IN PARENTHESES after each course title.** | |
| **Semester 1** | **Semester 2** |
|  |  |
| **Semester 3** | **Semester 4** |
|  |  |
| **Provide a list of career options for students who complete the program:** | |

**STEP 2E: VALUE-ADDED OPTIONS** – Fill in the name of the partnering college or agency. Specify the credential that students will earn. Under value-added, indicate the number of credits or hours granted. This information is required before a program can be designated as a CTE articulated program of study.

|  |  |  |  |
| --- | --- | --- | --- |
| **Option** | **Partner** | **Credential** | **Value added for CTE completers** |
| Dual Enrollment |  |  |  |
| Transcripted Credit |  |  |  |
| Articulated Credit |  |  |  |
| Credit by Exam |  |  |  |
| Advanced Placement |  |  |  |
| Apprenticeship Approved by MATC\* |  |  |  |
| Certification(s) |  |  |  |
| License | Maryland State Board of Cosmetologists | Cosmetology License |  |
| Degree |  |  |  |
| Other (specify) |  |  |  |

\*MD Apprenticeship and Training Council

**STEP 2F: INDUSTRY-MENTORED PROJECT OR WORK-BASED LEARNING OPPORTUNITIES**Check each box that applies.

PAC members and other industry partners provide supervised (WBL) experiences and/or industry-mentored projects for all students who demonstrate performance of the competencies necessary to enter into this phase of the program. Supervised work-based learning experiences are required for all students demonstrating readiness to participate. For the few who do not participate, alternative capstone experiences should be provided (i.e., in school work experiences, a culminating project, or another experience comparable in rigor). Each type of work-based learning is defined in the glossary. Job shadowing is **not** acceptable for credit in a CTE program.

1.  Integrated WBL 2.  Capstone WBL 3.  Registered Apprenticeship  
4.  Internship 5.  Industry-Mentored Project 6.  In-school clinic or school-based enterprise

**STEP 2G: STUDENT ORGANIZATIONS PROVIDED TO STUDENTS IN THE PROGRAM**

Check each box that applies or specify if “Other” is selected.

Students will develop and apply technical and academic skills, as well as Skills for Success, through participation in:

DECA  FFA  SkillsUSA  FBLA  HOSA

OTHER (specify)

**STEP 3: COMPLETE THE INSTRUCTIONAL PROGRAM DATA SHEET**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Local School System (LSS) and Code: | | |  | | | |
| Name of CTE local director: | |  | | Phone: |  | |
| LSS Program Title: |  | | | | CIP Code: | **10.0350** |

*STEP 3.1 – DATA SHEET: PATHWAY OPTIONS*

|  |  |
| --- | --- |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |

*STEP 3.2 – DATA SHEET: INSTRUCTIONAL PROGRAM CREDIT BY GRADE(S)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Credits per year per pathway option as reflected by Course Sequences** | **9** | **10** | **11** | **12** | **TOTAL** |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |
|  |  |  |  |  |  |

**Total number of credits for program completion: 4**

*STEP 3.3 – DATA SHEET: CAREER AND TECHNOLOGY EDUCATION PROGRAM SITES*

|  |  |  |
| --- | --- | --- |
| **Pathway Options** | **School Name(s) Sites** | **School Number** |
|  |  |  |
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