



SYRACUSE CITY SCHOOL DISTRICT

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Career and Technical Education

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CTE Re-Approval Self-Study Report

Cosmetology

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Self-study

Self-study is the first step in the career and technical education approval process. The self-study review is required for all existing programs and new programs seeking approval. Its purpose is to bring together partners to review the CTE program, propose relevant modifications, and evaluate the degree to which the program meets the policy requirements approved by the Board of Regents on February 6, 2001.

Self-study review will include:

Curriculum review

Benchmarks for student performance and student assessment

Teacher certification and highly-qualified status of instructional staff

Work-based learning opportunities

Teacher and student schedules

Resources, including staff, facilities, and equipment

Accessibility for all students

Work skills employability profile

Professional development plans

Projected number of students to be served

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

Cosmetology

Quick Facts:	
2015 Median Pay	\$24,300 per year \$11.68 per hour
Typical Entry-Level Education	Postsecondary non-degree award
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	656,400
Job Outlook, 2014-24	10% (Faster than average)
Employment Change, 2014-24	64,400

What Barbers, Hairdressers, and Cosmetologists Do

Barbers, hairdressers, and cosmetologists provide haircutting, hairstyling, and a range of other beauty services.

Work Environment

Barbers, hairdressers, and cosmetologists work mostly in a barbershop or salon. Physical stamina is important, because they are on their feet for most of their shift. Many work full time, but part-time positions are also common. Nearly half were self-employed in 2014.

How to Become a Barber, Hairdresser, or Cosmetologist

All states require barbers, hairdressers, and cosmetologists to be licensed. To qualify for a license, candidates are required to graduate from a state-approved barber or cosmetology program and then pass a state exam for licensure.

Pay

The median hourly wage for hairdressers, hairstylists, and cosmetologists was \$11.66 in May 2016.

The median hourly wage for barbers was \$12.38 in May 2016.

Job Outlook

Employment of barbers, hairdressers, and cosmetologists is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations. Most job openings will result from the need to replace workers who leave the occupation.

Related Occupations

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24	
				Percent	Numeric
Manicurists and pedicurists	39-5092	113,600	125,300	10	11,700
Skincare specialists	39-5094	55,000	61,600	12	6,600

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Barbers, Hairdressers, and Cosmetologists, on the Internet at <https://www.bls.gov/ooh/personal-care-and-service/barbers-hairdressers-and-cosmetologists.htm> (visited September 18, 2017).

New York Employment Demand Profile: **Cosmetology**

Source: Labor Insight Jobs (Burning Glass Technologies), Summary Demand and Requirements Table by Occupation, New York state data, Sep. 01, 2016 - Aug. 31, 2017.

Category:		Demand and Employment				Salary		Education level based on posting requirements (*excluding NA)						Education level of employed individuals		
Source:		Burning Glass	BLS/OES, 2016	BGT Projections		Burning Glass	BLS/OES, 2016	Burning Glass						ACS, 2014		
SOC Code (ONET-6)	Occupation Title	Number of Job Postings	Number Employed 2016	% Change in Employment, 2015-2016	Projected Statewide Change in Employment, 2016-2026	Mean Advertised Salary	Mean Salary	% Requiring high school*	% Requiring Post-Secondary or Associate's Degree*	% Requiring Bachelor's Degree*	% Requiring Master's Degree*	% Requiring Doctoral Degree*	% with Unspecified Education	% with a high school diploma or less	% with Some College or an Associate's	% with a Bachelor's or higher
39-5012	Hairdressers, Hairstylists, and Cosmetologists	975	26,410	3%	16%	\$41,023	\$31,000	99%	2%	0%	0%	0%	90%	52%	43%	5%
39-5094	Skincare Specialists	181	3,950	20%	22%	N/A	\$39,440	100%	0%	0%	0%	0%	85%	59%	31%	10%
39-5092	Manicurists and Pedicurists	81	14,080	-2%	22.4%	N/A	\$21,200	N/A	N/A	N/A	N/A	N/A	1%	59%	31%	10%
39-5011	Barbers	29	2,130	2%	14.4%	N/A	\$26,910	N/A	N/A	N/A	N/A	N/A	3%	62%	34%	4%

*This report provides information on both the preferred and minimum/required education levels for job postings. For this reason, a job posting may be counted in more than one of the educational categories shown in the table below. Please also note that Bureau of Labor Statistics (BLS) data is only available at the 6-digit SOC code level.

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A. Curriculum Review

The curriculum review is a step in the self-study process. It is an opportunity for members of the self-study team to evaluate the proposed curriculum for completeness in terms of the knowledge, skills, and competencies required in the program field. The team reviews the curriculum to ensure that course content in the career and technical education program meets State Education Department regulations, contributes to achievement of state and industry standards, and prepares students for successful completion of a technical assessment. Approved curriculum content is nonduplicative, challenging, organized along a continuum of difficulty, and free of bias.

CTE program approval does not constitute Department approval or endorsement of proprietary curriculum or related curriculum products. Program approval indicates only that a school district or BOCES has provided the Department with assurances that the curriculum review has been completed.

Process

- The school district or BOCES identifies the faculty members and other individuals who will be involved in conducting the curriculum review
- The school district or BOCES determines the procedures used in completing the curriculum review
- Reviewers confirm that CTE program content aligns with state CDOS standards, relevant state academic standards, and related business and industry standards
- Reviewers confirm that CTE program content includes integrated or specialized units of credit
- Reviewers confirm that the CTE program meets unit of credit and other distributive requirements

Documentation

Documentation of the curriculum review is maintained by the school district or BOCES and is updated whenever modifications are made to the approved CTE program. Recommendations from curricular review should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements

<http://www.emsc.nysed.gov/part100/pages/1005.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



Cosmetology

Beauty is in your hands! Are you interested in skin and nail care and do you want to own your own nail salon? Have you always wanted to be a hair stylist, cosmetologist or esthetician? All of these career opportunities are possible in the Cosmetology program at the Public Service Leadership Academy at Fowler.

Introduction to Cosmetology provides students with an overview of the necessary skills and prerequisite course work needed to earn a degree with possible licensure in Cosmetology. Students will learn about the vast career opportunities in cosmetology, salon safety, life skills, manicures, pedicures, nail art, hairstyling, braiding and much more.

The Cosmetology program will provide you with the hands-on experience you need to be successful in the work place right out of high school. By working in the onsite salon, you will not only be training for your career but also preparing for the New York State practical exam.

CAREER OPPORTUNITIES:

Stylist, Manicurist/Pedicurist, Esthetician, Cosmetologist

Course of Study Cosmetology

9th Grade	10th Grade	11th Grade	12th Grade
<ul style="list-style-type: none"> ■ Cosmetology 100 COS100 (1 Credit CTE) 	<ul style="list-style-type: none"> ■ Cosmetology 200 COS200 (2 Credits CTE) 	<ul style="list-style-type: none"> ■ Cosmetology 300 COS300 (2 Credits CTE) 	<ul style="list-style-type: none"> ■ Cosmetology 400 COS400 (2 Credits CTE) ■ Cosmetology CTE Integrated ELA

DISTRICT REQUIREMENTS

- Students must pass CTE Cosmetology 100, 200 and 300 to challenge the course approved technical assessment.
- Student will have earned the 11th grade integrated science credit upon successful completion of the CTE Cosmetology 200.
- Student will have earned the 12th grade integrated ELA credit upon successful completion of the CTE Cosmetology 100, 200 and 300.
- Student will receive the CTE Endorsement upon successful completion of the CTE Cosmetology program and must pass the prescribed technical assessment and completion of a commencement level project.

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Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS 100: Exploratory Cosmetology



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the first class of a multi-year cosmetology program. Exploratory Cosmetology is a one credit, one period class that will introduce students to basic Cosmetology skills. Students will get a general overview of a variety of skills and pre-requisites which are the foundation of Cosmetology. Topics include Cosmetology occupations, life skills, safety and sanitation, professional image and communication, as well as hair care, hairstyling, and nail care. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Students will obtain hours which are used towards New York State licensing requirements. **NOTE: Students *MUST* successfully complete COS 100: Exploratory Cosmetology in order to advance to COS 200: Introduction to Cosmetology.**

Pre-Requisites

N/A

Course Objectives

1. Students will gain an understanding of the field of Cosmetology and what physical and technical qualifications are needed to be a successful Cosmetologist.
2. Students will develop necessary skills such as time management, communication, and professionalism.
3. Students will develop finger dexterity and fine motor skills through hands-on activities.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Cosmetology textbook, binders, and folders
- **School will provide:** Cosmetology Exploratory Kit
- **Students will provide:** Lock to keep the Cosmetology Exploratory Kit secure (Student is responsible for all items in the Cosmetology Exploratory Kit); closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage, 2012.

Grading

- 34% Participation (attendance and professionalism grade given daily)
- 33% Written Grade (test, quizzes, homework, vocabulary, etc.)
- 33% Practical Grade (all hands-on activities done in salon)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction and School Policy• Cosmetology Career Occupations• Life Skills• Safety and Sanitation• Shampooing and Conditioning• Manicures• Pedicures• Nail Art
2	<ul style="list-style-type: none">• Professional Image• Communicating for Success• Perm Wrapping• Roller Placement• Up-Do Hairstyling
3	<ul style="list-style-type: none">• Thermal Styling• Braiding• Prom Styles
4	<ul style="list-style-type: none">• New York State Licensing Exam Techniques• Final Examination

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS 100: Cosmetology**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Introduction and School Policy Cosmetology Career Occupations	<ul style="list-style-type: none"> • What are the expectations for the cosmetology classroom? • How did cosmetology evolve through the centuries? • What are some of the career paths within the cosmetology field? • What are common hazards in a salon? 	<ul style="list-style-type: none"> • Discuss classroom orientation and expectations. • Explain how cosmetology has changed over the centuries. • Research the different career opportunities that are available under the umbrella of Cosmetology. • Explain and practice safety in the salon. 	<ul style="list-style-type: none"> • Textbook-Based Essential Review Worksheets • Chapter Test • Cosmetology Career Essay and Presentation with Rubric • Observation of safe behavior in salon • Reflection Journal 	Career Ready Practices CRP 1,2,4,7,10	ELA 9-10SL1 9-10L4c, 6
				Cluster Standards HU 1,2,3,5,6	Literacy RST 1,2 WHST 2,4,7
				Pathway Standards HU-PC 4,6	Science AECC 1,2
Week 5 Life Skills	<ul style="list-style-type: none"> • What contributes to personal and professional success? • What is the definition of ethics? • How do you describe good study habits? • What are some effective ways to manage time? 	<ul style="list-style-type: none"> • Develop a mission statement, short-term, and long-term goals. • Identify characteristics of a healthy and positive attitude. • Explain the significance of individuals who avoid taking on too much in their schedules. • Predict the outcomes of implementing a daily routine of good study habits. 	<ul style="list-style-type: none"> • PowerPoint Presentation on life skills for a satisfying career using guided notes • Class discussions and live scenarios on professional behaviors and ethics • S.M.A.R.T. Goals Worksheet • Create Goals Poster: Short-Term and Long-Term Goals • Chapter Test • Reflection Journal 	Career Ready Practice CRP 1,2,3,4,8,9	ELA 9-10SL1 9-10L4c, 6
				Cluster Standards HU 1,2,3,4,6	Literacy RST 1,2,4 WHST 2,4,7
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Science AECC 1
Week 6 Safety and Sanitation	<ul style="list-style-type: none"> • What makes an environment safe for the practice of cosmetology? • What are the different levels of 	<ul style="list-style-type: none"> • Explain and practice safety in the salon. • Identify the different types of decontamination in the salon. • Demonstrate disinfection of implements. 	<ul style="list-style-type: none"> • Observation following sanitation and disinfection in the salon. • Chart of different means of decontamination including tools and 	Career Ready Practice CRP 1,2,4,8	ELA 9-10SL1 9-10L4c, 6
				Cluster Standards HU 1,4,6	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards	Science

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> decontamination used in cosmetology? What is meant by universal precautions? 	<ul style="list-style-type: none"> Demonstrate proper sanitation. Explain what it means to use universal precautions. 	<ul style="list-style-type: none"> implements that use that method Quiz on Safety Reflection Journal 	HU-PC 1,2,3,4,5,7	HS-LS1-2 HS-ESS3-4 AECC 1,2
Week 7 Shampooing and Conditioning	<ul style="list-style-type: none"> How do you properly use scalp manipulations during a shampoo? What is pH scale and its importance in selecting shampoos? How do you properly drape a client for a service? 	<ul style="list-style-type: none"> Demonstrate the procedure for shampooing. Demonstrate draping for client protection. Label the pH scale. Explain the uses of various types of shampoos. 	<ul style="list-style-type: none"> Observation of Shampooing Technique Chart and Quiz on pH level and selecting shampoo Reflection Journal 	Career Ready Practice CRP 1,2,4,8	ELA 9-10SL1 9-10L4c, 6 9-10SL6
				Cluster Standards HU 1,2,3,4	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Science HS-PS1-11 HS-ESS3-4
					AECC 1,2,6,7
Week 8 Manicures	<ul style="list-style-type: none"> What different types of nail implements are used for manicures? What safety precautions are used in manicuring? How are supplies set up on the manicure table? What are the five basic nail shapes? What is the correct application technique of nail polish? How is a basic manicure performed? What extra services can be offered to clients during a manicure and why? 	<ul style="list-style-type: none"> List the nail implements used during a manicure. Use safety, sanitation, and disinfection during the manicure procedure. Identify different nail shapes. Demonstrate a manicure with polish using proper application techniques. Explain the different types of extra spa services available. 	<ul style="list-style-type: none"> Implement Identification Test Quiz on Safety, Sanitation, And Disinfection Labeled diagram of manicure table and set up of supplies Rubric for Manicuring Skills Observation of polish application List of different spa services Manicuring: Workbook, Essential Experience Worksheets Textbook Scenarios Chapter Test Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8	ELA 9-10SL1 9-10L4c, 6 9-10SL6
				Cluster Standards HU 3,4	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards HU-PC 1,2,3,4,7	Science HS-ESS3-4
					AECC 1,2,12
Week 9	<ul style="list-style-type: none"> What implements and 	<ul style="list-style-type: none"> List the implements and materials 	<ul style="list-style-type: none"> Pedicure Test to identify 	Career Ready Practice	ELA

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Pedicures	<ul style="list-style-type: none"> materials are used in pedicuring? What are the steps of the pre-service procedure? What safety precautions are used in pedicuring? What techniques are used in cutting and filing toe nails? How is a foot massage given? What is the post-pedicure disinfection procedure? 	<ul style="list-style-type: none"> used in giving a pedicure. Follow a list of steps used for pedicuring procedure. Discuss and use safety precautions during a pedicure. Demonstrate proper filing and cutting during a pedicure. Demonstrate proper foot massage Demonstrate proper disinfection of pedicure supplies and foot bath. 	<ul style="list-style-type: none"> implements and materials Observation of correct pedicure procedures Pedicuring: Workbook, Essential Experience Worksheets Textbook Scenarios Chapter Test Reflection Journal 	CRP 1,2,4,6,8	9-10SL1 9-10L4c, 6 9-10SL6
				Cluster Standards HU 3,4	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards HU-PC 3,5	Science HS-ESS3-4
					AECC 1,2,12
Week 10 Nail Art	<ul style="list-style-type: none"> How are add-on services used to generate extra income while manicuring or pedicuring? What is color wheel theory and its importance in cosmetology? 	<ul style="list-style-type: none"> Create and paint on a color wheel secondary and tertiary colors from the primary colors. Demonstrate nail art designs 	<ul style="list-style-type: none"> Observe of painting and mixing colors Quiz on the color wheel and theory Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8	ELA 9-10SL1 9-10L4c, 6 9-10SL6
				Cluster Standards HU 3,4	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards HU-PC 3,5	Science
					AECC 1,2,11,12
Week 11 Professional Image	<ul style="list-style-type: none"> What is professional and personal hygiene? What does dressing for professional success mean? What are ergonomic principles? 	<ul style="list-style-type: none"> Explain professional and personal hygiene and well-being. Understand ergonomic principles, correct posture, and work-related movements. Define professional dress in cosmetology. Create a dress code for a salon. 	<ul style="list-style-type: none"> Discussion of perceptions of professional and personal hygiene Salon Dress Code Textbook Essential Experience and Review Worksheets Textbook Scenarios Chapter Test 	Career Ready Practice CRP 1,2,3,4	ELA 9-10SL1, 6 9-10L4c, 6 9-10W2, 6 9-10R7 9-10L6
				Cluster Standards HU 1,2,3,4,6	Literacy RST 1,2,4,7 WHST 2,4,7

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			<ul style="list-style-type: none"> Reflection Journal 	Pathway Standards HU-PC 1,2,3,4,7	Science HS-ESS3-4 HS-ETS1-2
Week 12 Communicating for Success	<ul style="list-style-type: none"> What are the golden rules for human relations? What is the importance of effective communication? How is a successful client consultation conducted? What kind of communication can be used to deal with a dissatisfied client? 	<ul style="list-style-type: none"> Explain the golden rules of human relations and how to use them efficiently. Demonstrate the basics of communication. Explain reflective listening. 	<ul style="list-style-type: none"> Role play of communication techniques during client consultation Workbook, Essential Experience Study Guide Worksheets, and Review Textbook Scenarios Chapter Test Reflection Journal 	Career Ready Practice CRP 1,2,4,8,9	ELA 9-10SL1, 6 9-10L4c, 6 9-10W2, 6 9-10R7 9-10L6
Weeks 13-14 Perm Wrapping	<ul style="list-style-type: none"> What is the basic perm wrapping technique? What is the straight set perm wrap? How is a curvature wrap performed? Why is a brick-lay wrap technique used? What does a weave wrap do? What is a double-rod wrap and why is it used? What is a spiral wrap? 	<ul style="list-style-type: none"> Demonstrate a basic perm wrap and explain its uses. Demonstrate a straight set and explain its uses. Demonstrate a curvature wrap and explain its uses. Demonstrate a brick-lay wrap and explain its uses. Demonstrate a weave wrap and explain its uses. Demonstrate a double-rod wrap and explain when it is appropriate to use. Demonstrate a spiral wrap and explain what type of curl is achieved. 	<ul style="list-style-type: none"> Chart of the different wraps and their uses Permanent wave portfolio with pictures of wraps, procedures, and explanation of their uses Reflective Journal 	Career Ready Practice CRP 1,2,4,8	ELA 9-10SL1,2,4,6 9-10L4c, 6 9-10W2
				Cluster Standards HU 1,3	Literacy RST 1,2,4,7 WHST 2,4,7
				Pathway Standards HU-PC 1,2,3,4,5,7	Science HS-ESS3-4 HS-LS1-3
					AECC 1,2,6,10

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 15-19 Roller Placement Up-Do Hairstyling	<ul style="list-style-type: none"> • What are roller setting, pin curl setting, and hair wrapping techniques? • Why are roller setting pin curl setting, and hair wrapping techniques used? 	<ul style="list-style-type: none"> • Demonstrate how to wrap hair. • Identify and perform no-stem, half-stem, and full-stem pin curls. • Identify and perform ridge curls. • Explain and perform carved curls. • Explain and perform cascade curls. • Perform barrel curls. • Perform on-base, half-base and off-base roller placement. • Perform back combing/back brushing techniques. • Perform up-do hairstyles. • Following a pattern for roller placement. • Use a picture to duplicate a style. 	<ul style="list-style-type: none"> • Textbook Essential Experience Worksheets • Quiz on pin curl and stem direction • Quiz on roller placement • Rubrics on stem direction and roller placement • Observation of techniques • Comparison of completed styles to picture • Written and performance test with rubric on roller placement and pin curls • Reflection Journal 	Career Ready Practice CRP 1,2,4,8	ELA 9-10SL1 9-10L4c, 6
				Cluster Standards HU 1	Literacy RST 1,2,4 WHST 2,4,7
				Pathway Standards HU-PC 1,2,3,4,5	Science HS-ESS3-4 HS-LS1-3
Weeks 20-23 Thermal Styling	<ul style="list-style-type: none"> • What are the various blow-dry styling techniques? • How are thermal irons properly used? • What are various thermal iron manipulations and how are they used safely? • What are the different types of hair pressing? 	<ul style="list-style-type: none"> • Identify different blow dry styling, tools, styling products and procedures. • Demonstrate a variety of blow dry styling techniques. • Demonstrate thermal iron techniques. • Demonstrate flat iron techniques. 	<ul style="list-style-type: none"> • Workbook, Essential Experience, Essential Review • Rubric on blow dry styling technique • Test with rubric on thermal styling • Observation of thermal styling techniques • Reflection Journal 	Career Ready Practice CRP 1,2,4,8	ELA 9-10SL1 9-10L4c, 6
				Cluster Standards HU 4	Literacy RST 1,2,4 WHST 2,4,7
				Pathway Standards HU-PC 1,2,3,4,5	Science HS-ESS3-4 HS-LS1-3
Weeks 24-26 Braiding	<ul style="list-style-type: none"> • How is hair prepared for braiding? • What are procedures for various types of 	<ul style="list-style-type: none"> • Demonstrate various types of braiding including invisible braiding, visible braiding, rope braiding, fishtail braiding, single braids, and 	<ul style="list-style-type: none"> • Workbook, Worksheets, and Review • Textbook Scenarios • Braiding Test 	Career Ready Practice CRP 1,2,4,6,8	ELA 9-10SL1 9-10L4c, 6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	braids?	cornrows. • Create multiple hairstyles using a variety of braiding techniques.	• Comparison of completed hairstyles to diagrams • Reflection Journal	Cluster Standards HU 3	Literacy RST 1,2,4 WHST 2,4,7
				Pathway Standards HU-PC 1,2,3,4,7	Science HS-ESS3-4
					AECC 1,2,7,9
Weeks 27-29 Prom Styles	<ul style="list-style-type: none"> How can a prom hairstyle be duplicated from a picture? How could you style short hair, medium length hair, and long hair for the prom? 	<ul style="list-style-type: none"> Create a hairstyle from a picture using knowledge of roller placement, comb-out techniques and thermal hair styling. Create short, medium length and long hairstyles that would be suitable for prom. 	<ul style="list-style-type: none"> Rubric Observation of styling techniques Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8	ELA 9-10SL1 9-10L4c, 6 9-10W6 9-10SL6
				Cluster Standards HU 1,3	Literacy RST 2,4 WHST 2,4,7
				Pathway Standards HU-PC 2,3,4,7	Science HS-ESS3-4 HS-ETS1-2
					AECC 1,2,9
Weeks 30-35 New York State Licensing Exam Techniques	• What is needed to prepare for the New York State Licensing Exam in Cosmetology?	• Demonstrate New York State Licensing Exam techniques for blow dry styling, curling iron techniques, roller placement, perm wrapping, pin curling and finger waving.	<ul style="list-style-type: none"> New York State Licensing Exam rubrics for blow dry styling, curling iron techniques, roller placement, perm wrapping, pin curling, finger waving Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8,9	ELA 9-10SL1 9-10L4c, 6
				Cluster Standards HU 1	Literacy RST 1,2,4 WHST 2,4,7
				Pathway Standards HU-PC 4,7	Science
					AECC 1,2,9
Weeks 36-40 Final Examination	<ul style="list-style-type: none"> How do I successfully pass the practical exam? How do I successfully pass the written exam? 	<ul style="list-style-type: none"> Review for written final exam Practice New York State Licensing Exam design techniques for practical final exam 	<ul style="list-style-type: none"> Written Final Exam Practical Final Exam 	Career Ready Practice CRP 1,2,4,8	ELA 9-10SL1 9-10L4c, 6
				Cluster Standards HU 1	Literacy RST 1,2,4 WHST 4
				Pathway Standards	Science

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
				HU-PC 1, 4	AECC 1,2,7,9,12

AECC: New York State Appearance Enhancement Cosmetology Curriculum

Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS 200: Introduction to Cosmetology



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the second class of a multi-year cosmetology program. Introduction to Cosmetology is a one credit, one period class that will introduce students to basic Cosmetology skills. Students will get a general overview of a variety of skills and pre-requisites which are the foundation of Cosmetology 300 and 400. Topics include cosmetology occupations, life skills, safety and sanitation, professional image and communication, as well as hair care, hairstyling, and nail care. Various hands-on activities as well as textbook-based work, lectures and group discussions will reinforce students' learning. Students will obtain hours which are used towards New York State licensing requirements.

Pre-Requisites

COS 100: Exploratory Cosmetology

Course Objectives

1. Students will gain an understanding of the field of Cosmetology and what physical and technical qualifications are needed to be a successful Cosmetologist.
2. Students will develop necessary skills such as time management, communication and professionalism.
3. Students will develop finger dexterity and fine motor skills through hands-on activities.

Integrated Academics

N/A

Equipment and Supplies

- **School will provide:** Cosmetology textbook
- **Students will purchase:** Cosmetology Kit for \$150.00. The Cosmetology Kit will be used for the next 2 years and is each student's responsibility.
- **Students will provide:** Lock to keep Cosmetology Kit secure; closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage, 2012.

Grading

- 34% Participation (attendance and professionalism grade given daily)
- 33% Written Grade (test, quizzes, homework, vocabulary, etc.)
- 33% Practical Grade (all hands-on activities done in salon)

All work is due on the assigned date; if work is turned in late, the student will lose 10 points per day late.

Additional Course Policies

N/A

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction and School Policy• Safety and Sanitation• Shampooing and Conditioning• Manicures• Pedicures• Nail Art
2	<ul style="list-style-type: none">• Hairstyling• Principles of Design• Perm Wrapping• Roller Placement• Up-Do Styling
3	<ul style="list-style-type: none">• Thermal Styling• Braiding• Hair Removal (Waxing)
4	<ul style="list-style-type: none">• Facials• Makeup• Prom Styles• New York State Licensing Exam Techniques• Final Examination

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS 200: Introduction to Cosmetology**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 1-4 Introduction and School Policy Safety and Sanitation	<ul style="list-style-type: none"> • What are the expectations for the cosmetology classroom? • What makes an environment safe for the practice of cosmetology? • What are the different levels of decontamination used in cosmetology? • What is meant by universal precautions? 	<ul style="list-style-type: none"> • Discuss classroom orientation and expectations. • Explain and practice safety in the salon. • Identify the different types of decontamination in the salon. • Demonstrate disinfection of implements. • Demonstrate proper sanitation • Explain what it means to use universal precautions. 	<ul style="list-style-type: none"> • Observation of safe behavior in salon • Observation following sanitation and disinfection in the salon. • Chart of different means of decontamination including the tools and implements that use that method • Quiz on Safety • Reflection Journal 	Career Ready Practices CRP 1,2,4,7,8,10	Literacy RST.9-10.1,2,3,4,7 WHST.9-10.2,4,9
				Cluster Standards HU 1,2,3,4,5,6	ELA 9-10SL1 9-10L4c, 6
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Science HS-ESS3-4 AECC 1,2
Week 5 Shampooing and Conditioning	<ul style="list-style-type: none"> • How do you properly use scalp manipulations during a shampoo? • What is pH scale and its importance in selecting shampoos? • How do you properly drape a client for a service? 	<ul style="list-style-type: none"> • Demonstrate the procedure for shampooing. • Demonstrate draping for client protection. • Label the pH scale. • Explain the uses of various types of shampoos and make client recommendations. 	<ul style="list-style-type: none"> • PowerPoint presentation on Shampooing and Conditioning using guided notes • Observation of shampooing technique • Chart and quiz on pH level and selecting shampoo • Class discussion and live scenarios on client product recommendations • Chapter Test • Reflection Journal 	Career Ready Practice CRP 1,2,4,8	Literacy RST.9-10.1,2,3,7 WHST.9-10.4,9
				Cluster Standards HU 1,2,3,4	ELA 9-10SL1 9-10L4c, 6 9-10SL6
				Pathway Standards HU-PC 1,2,3,4,5,6,7	Science HS-LS1-2 HS-ESS3-4 HS-LS1-3 AECC 1,2,4,7,10
Week 6-7 Manicures	<ul style="list-style-type: none"> • What different types of nail implements are 	<ul style="list-style-type: none"> • List the nail implements used during a manicure. 	<ul style="list-style-type: none"> • Implement Identification Quiz 	Career Ready Practice CRP 1,2,4,6,8	Literacy RST.9-10.1,2,3,4,7 WHST.9-10.4,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> used for manicures? What safety precautions are used in manicuring? How are supplies set up on the manicure table? What are the five basic nail shapes? What extra services can be offered to clients during a manicure and why? 	<ul style="list-style-type: none"> Use safety, sanitation, and disinfection during the manicure procedure. Identify different nail shapes. Demonstrate a manicure with polish using proper application techniques. Explain the different types of extra spa services available. 	<ul style="list-style-type: none"> Quiz on Safety, Sanitation, and Disinfection Labeled diagram of manicure table and set up of supplies Rubric for manicuring skills Reflection Journal 	Cluster Standards HU 3,4 Pathway Standards HU-PC 1,2,3,4,7	ELA 9-10SL1 9-10L4c, 6 9-10SL6 Science HS-LS1-2 HS-ESS3-4 HS-LS1-3 AECC 1,2,12
Week 8 Pedicures	<ul style="list-style-type: none"> What implements and materials are used in pedicuring? What are the steps of the pre-service procedure? What safety precautions are used in pedicuring? What is the post-pedicure disinfection procedure? 	<ul style="list-style-type: none"> List the implements and materials used in giving a pedicure. Follow a list of steps used for pedicuring procedure. Discuss and use safety precautions during a pedicure. Demonstrate proper disinfection of pedicure supplies and foot bath. 	<ul style="list-style-type: none"> Pedicure quiz to identify implements and materials Observation of correct pedicure procedures Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8 Cluster Standards HU 3,4 Pathway Standards HU-PC 3,5	Literacy RST.9-10.1,2,3,4,7 WHST.9-10.4,9 ELA 9-10SL1 9-10L4c, 6 9-10SL6 Science HS-LS1-2 HS-ESS3-4 HS-LS1-3 AECC 1,2,12
Week 9 Nail Art	<ul style="list-style-type: none"> How are add-on services used to generate extra income while manicuring or pedicuring? What is color wheel theory and its importance in cosmetology? 	<ul style="list-style-type: none"> Create and paint on a color wheel secondary and tertiary colors from the primary colors Demonstrate nail art designs 	<ul style="list-style-type: none"> Observe of painting and mixing colors Quiz on the color wheel and theory Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8 Cluster Standards HU 3,4 Pathway Standards HU-PC 3,5	Literacy RST.9-10.1,3,7 WHST.9-10.4,9 ELA 9-10SL1 9-10L4c, 6 9-10SL6 Science HS-ESS3-4 AECC 1,2,12
Weeks 10-12	<ul style="list-style-type: none"> What type of 	<ul style="list-style-type: none"> Create multiple hairstyles with 	<ul style="list-style-type: none"> Hairstyling: workbook, 	Career Ready Practice	Literacy

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Hairstyling	<ul style="list-style-type: none"> hairstyles can be achieved with finger waves? How can new styles be created from previously learned techniques? 	<ul style="list-style-type: none"> finger waves and pin curls. Create multiple hairstyles using roller placement and comb out strategies. Create multiple hairstyles using thermal styling techniques. Duplicate hairstyles from pictures. 	<ul style="list-style-type: none"> worksheets, and review Rubrics to evaluate roller sets, comb outs, and thermal styling Comparison of completed styles to picture Chapter Test Reflection Journal 	CRP 1,2,4,6,8	RST.9-10.1,2,3,4 WHST.9-10.4,9
				Cluster Standards HU 1,3	ELA 9-10SL1 9-10L4c, 6 9-10W2
				Pathway Standards HU 1,2,3,4,5	Science HS-ESS3-4 HS-LS1-3 HS-ETS1-3
Weeks 13-14 Principles of Design	<ul style="list-style-type: none"> What are the five elements of hair design? What are the five principles of design? What are the different facial shapes? How are hairstyles designed to enhance or camouflage facial features? What are the considerations when designing for men? 	<ul style="list-style-type: none"> List and explain the five elements of hair design. List and explain the five principles of design. Identify the different facial shapes. Describe different ways to enhance facial features or camouflage facial flaws. Explain the consideration when designing for men. 	<ul style="list-style-type: none"> Demonstration of multiple hairstyles using the five different elements of designs Poster of different facial shapes Principles of Design: Workbook, Essential Experience Worksheets and Review Textbook Scenarios Chapter Test Reflection Journal 	Career Ready Practice CRP 1,2,4,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4,9
				Cluster Standards HU 1,3	ELA 9-10SL1 9-10L4c,6 9-10W2, W6
				Pathway Standards HU-PC 1,2,3,5,7	Science HS-ETS1-2
Weeks 15-17 Perm Wrapping	<ul style="list-style-type: none"> What is the basic perm wrapping technique? What is the straight set perm wrap? How is a curvature wrap performed? Why is a brick-lay wrap technique used? What does a weave wrap do? 	<ul style="list-style-type: none"> Demonstration, practice, and explain wrap usages: <ul style="list-style-type: none"> * Basic Perm Wrap. * Straight Set. * Curvature Wrap. * Brick-lay Wrap. * Weave Wrap. * Double-Rod Wrap. * Spiral Wrap. 	<ul style="list-style-type: none"> Chart of the different wraps and their uses Permanent Wave Portfolio with pictures of wraps, procedures and explanation of their uses Reflection Journal 	Career Ready Practice CRP 1,2,4,8	Literacy RST.9-10.3,7 WHST.9-10.4,9
				Cluster Standards HU 1,3	ELA 9-10SL1,2,4,6 9-10L4c, 6 9-10W2
				Pathway Standards HU-PC 1,2,3,4,5,7	Science HS-ETS1-3 HS-ESS3-4 HS-LS1-2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> • What is a double-rod wrap and why is it used? • What is a spiral wrap? 				AECC 1,2,4,10
Weeks 18-20 Roller Placement Up-Do Hairstyling	<ul style="list-style-type: none"> • What are roller setting, pin curl setting, and hair wrapping techniques? • Why are roller setting pin curl setting, and hair wrapping techniques used? 	<ul style="list-style-type: none"> • Demonstrate how to wrap hair. • Identify and perform no-stem, half-stem and full-stem pin curls. • Identify and perform ridge curls. • Explain and perform carved curls. • Explain and perform cascade curls. • Perform barrel curls. • Perform on-base, half-base and off-base roller placement. • Perform back combing/back brushing techniques. • Perform up-do hairstyles. • Following a pattern for roller placement. • Use a picture to duplicate a style. 	<ul style="list-style-type: none"> • Hairstyling (Roller and Pin Curl Styling): Essential Experience Worksheets • Quiz on pin curl and stem direction • Observation of techniques • Comparison of completed styles to picture • Reflection Journal 	Career Ready Practice CRP 1,2,4,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4,9
				Cluster Standards HU 1	ELA 9-10SL1 9-10L4c, 6
				Pathway Standards HU-PC 1,2,3,4,5	Science HS-ETS1-3 HS-ESS3-4 HS-LS1-2
Weeks 21-22 Thermal Styling	<ul style="list-style-type: none"> • What are the various blow-dry styling techniques? • How are thermal irons properly used? • What are various thermal iron manipulations and how are they used safely? • What are the different types of hair pressing? 	<ul style="list-style-type: none"> • Identify different blow dry styling, tools, styling products and procedures. • Demonstrate a variety of blow dry styling techniques. • Demonstrate thermal iron techniques. • Demonstrate flat iron techniques. 	<ul style="list-style-type: none"> • Hairstyling (Thermal Styling): Workbook, Essential Experience Worksheets and Review • Rubric on blow dry styling technique • Test with rubric on thermal styling • Observation of thermal styling techniques • Reflection Journal 	Career Ready Practice CRP 1,2,4,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4,9
				Cluster Standards HU 4	ELA 9-10SL1 9-10L4c, 6
				Pathway Standards HU-PC 1,2,3,4,5	Science HS-ESS3-4 HS-LS1-2
Weeks 23-25 Braiding	<ul style="list-style-type: none"> • How is hair prepared for braiding? 	<ul style="list-style-type: none"> • Demonstrate various types of braiding including invisible braiding, 	<ul style="list-style-type: none"> • Braiding: Workbook, Worksheets and Review 	Career Ready Practice CRP 1,2,4,6,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> What are procedures for various types of braids? 	<ul style="list-style-type: none"> visible braiding, rope braiding, fishtail braiding, single braids, and cornrows. Create multiple hairstyles using a variety of braiding techniques. 	<ul style="list-style-type: none"> Textbook Scenarios Chapter Test Comparison of completed hairstyles to diagrams Reflection Journal 	Cluster Standards HU 3	ELA 9-10SL1 9-10L4c, 6
				Pathway Standards HU-PC 1,2,3,4,7	Science HS-ESS3-4 HS-ETS1-2
					AECC 1,2,4,9
Weeks 26-29 Hair Removal (Waxing)	<ul style="list-style-type: none"> What are the elements of a client consultation for hair removal? What are the conditions that would contraindicate hair removal in the salon? What are the methods of permanent hair removal? What are the methods of temporary hair removal? What safety and sanitary precautions are taken pre- and post hair removal service? 	<ul style="list-style-type: none"> Discussion and demonstration of client consultation. Discussion of contraindications that would inhibit a hair removal service. Safety and sanitation pre- and post-hair removal service. Demonstration of various types of temporary hair removal services. 	<ul style="list-style-type: none"> Hair Removal guided notes Online videos of hair removal procedures Hair Removal: Essential Experience Worksheets and Review Safety and Sanitation quiz Textbook Scenarios Chapter Test Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4,9
				Cluster Standards HU 3	ELA 9-10SL1 9-10L4c, 6 9-10W6 9-10SL6
				Pathway Standards HU-PC 1,2,3,4,7	Science HS-ESS3-4 HS-LS1-3
					AECC 1,2,8
Weeks 30-31 Facials	<ul style="list-style-type: none"> What are the various skin types and conditions? What are various types of massage movements and what 	<ul style="list-style-type: none"> Identify different skin types. Explain skin analysis and its importance. Identify different skin care supplies used during a facial. Demonstrate and explain massage 	<ul style="list-style-type: none"> Facials: guided notes Facials: Essential Experience Worksheets and Review Chapter Test Rubric for basic facial 	Career Ready Practice CRP 1,2,4,6,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4,9
				Cluster Standards HU 3	ELA 9-10SL1 9-10L4c, 6 9-10W6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> are their physiological effects? What different types of products can be used in facial treatments? What is the procedure for a basic facial? 	<ul style="list-style-type: none"> techniques. Perform a basic facial. 	<ul style="list-style-type: none"> assessment Reflective Journal 		9-10SL6
				Pathway Standards HU-PC 1,2,3,4,7	Science HS-ESS3-4 HS-LS1-2,3 AECC 1,2,13
Weeks 32-35	<ul style="list-style-type: none"> What are various types of cosmetics and their uses? What is cosmetic color theory? What is the basic makeup application for everyday where? What is the application for special occasion makeup? How do you apply and remove artificial eyelashes? Is there special makeup used for corrective makeup? 	<ul style="list-style-type: none"> Describe Color Wheel theory (review), warm tones, and cool tones. Demonstrate and practice basic makeup application. Demonstrate and practice special occasion makeup. Demonstrate and practice corrective Makeup. Demonstrate and practice the application and removal of artificial eyelashes (strip and individual). Explain and demonstrate the use of various makeup brushes. Explain and demonstrate the use of makeup techniques. 	<ul style="list-style-type: none"> Facial makeup guided notes Review worksheet on Color Wheel Quiz on color wheel Quiz on Makeup Brushes Makeup: Essential Experience Worksheets and Review Chapter Test Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4,9
Makeup				Cluster Standards HU 3,4	ELA 9-10SL1 9-10L4c, 6 9-10W6 9-10SL6
				Pathway Standards HU-PC 1,2,3,4,7	Science HS-ESS3-4 AECC 1,2,13
Week 36	<ul style="list-style-type: none"> How can a prom hairstyle be duplicated from a picture? How could you style short hair, medium length hair, and long hair for the prom? 	<ul style="list-style-type: none"> Create a hairstyle from a picture using knowledge of roller placement, comb-out techniques and thermal hair styling. Create short, medium length and long hairstyles that would be suitable for prom. 	<ul style="list-style-type: none"> Rubric Observation of styling techniques Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8	Literacy RST.9-10.3 WHST.9-10.4,9
Prom Styles				Cluster Standards HU 1,3	ELA 9-10SL1 9-10L4c, 6 9-10W6 9-10SL6
				Pathway Standards HU-PC 2,3,4,7	Science HS-ESS3-4 HS-ETS1-2 AECC

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					1,2,4,9
Weeks 37-38 New York State Licensing Exam Techniques	<ul style="list-style-type: none"> • What is needed to prepare for the New York State Licensing Exam? 	<ul style="list-style-type: none"> • Demonstrate New York State Licensing Exam techniques for blow dry styling, curling iron techniques, roller placement, perm wrapping, pin curling and finger waving. 	<ul style="list-style-type: none"> • New York State Licensing Exam rubrics for blow dry styling, curling iron techniques, roller placement, perm wrapping, pin curling, finger waving • Reflection Journal 	Career Ready Practice CRP 1,2,4,6,8,9	Literacy RST.9-10. 1,2,3,4 WHST.9-10. 4,9
				Cluster Standards HU 1	ELA 9-10SL1 9-10L4c, 6
				Pathway Standards HU-PC 4,7	Science
Weeks 39-40 Final Examination	<ul style="list-style-type: none"> • How do I successfully pass the practical exam? • How do I successfully pass the written exam? 	<ul style="list-style-type: none"> • Review for written final. • Practice NYS design techniques for final exam. 	<ul style="list-style-type: none"> • Written Final Exam • Practical Final Exam 	Career Ready Practice CRP 1,2,4,8	Literacy RST.9-10.1,2,3,4 WHST.9-10.4
				Cluster Standards HU 1	ELA 9-10SL1 9-10L4c, 6
				Pathway Standards HU-PC 1, 4	Science
					AECC 1,2,9,10,13

AECC: New York State Appearance Enhancement Cosmetology Curriculum

Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS 300: Cosmetology 300



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the third class of a multi-year cosmetology program. Cosmetology 300 is a two-credit, two period class that will expand on all of the skills taught in COS 100: Exploratory Cosmetology and COS 200: Introduction to Cosmetology, as well as explore many other facets of cosmetology. The Cosmetology 300 program will include science theory and advanced hands-on activities such as haircutting and styling, advanced nail techniques, and New York State Licensing Exam techniques. In addition, students will develop the time management and communication skills they will need to be successful in the field of Cosmetology. Students will engage in textbook-based work, lectures, group discussions and science lab work. Students will obtain hours that are used towards New York State licensing requirements.

Pre-Requisites

COS 100: Exploratory Cosmetology
COS 200: Introduction to Cosmetology

Course Objectives

1. Students will project a positive attitude and a sense of personal integrity and self-confidence.
2. Students will perform the basic manipulative skills in the areas of hair care, skin care and nail care.
3. Students will use effective analytical skills to determine appropriate hair care, skin care, and nail care services to achieve the best look for clients.

Integrated Academics

1 Science Credit

Equipment and Supplies

- **School will provide:** Cosmetology textbook, portfolio binders, cosmetology Lab equipment
- **Student will provide:** Cosmetology Kit (purchased for COS 200: Introduction to Cosmetology); lock to keep Cosmetology Kit secure; closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage, 2012.

Grading

- 25% Classwork (Daily Grade)
- 20% Homework (vocabulary, worksheets)
(Portfolio and Research Papers graded separately)
- 30% Tests
- 25% Lab (all hands-on activities and lab work)

All homework and assignments due on the assigned date; late work will be accepted up to three days late, losing 10 points per day.

Additional Course Policies

Good attendance is extremely important to succeed and qualify for licensing. Students are expected to be in attendance **daily** in order to achieve the hours needed to obtain their cosmetology license. If students are going to be absent, they should “call in sick” and let the teacher know that they will not be in. Upon their return to class, they should have a note from parent or doctor. Students are encouraged to take advantage of all make up opportunities.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction and School Policy• New York State Licensing Exam Review• Infection Control• General Anatomy and Physiology• Skin Structure, Growth, and Nutrition• Facials• Skin Disorders and Diseases
2	<ul style="list-style-type: none">• Nail Structure and Growth• Nail Disorders and Diseases• Advanced Nail Techniques: Acrylic
3	<ul style="list-style-type: none">• Advanced Nail Techniques: UV Gels• Chemistry• Properties of Hair and Scalp• Chemical Texture Services
4	<ul style="list-style-type: none">• Hair Coloring• Electricity• New York State Licensing Exam Techniques• NOCTI Review and Exam

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS 300: Cosmetology 300**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 1 Introduction and School Policy New York State Licensing Exam Review	<ul style="list-style-type: none"> • What are the expectations in the cosmetology classroom? • How will you pass the cosmetology state Licensing Exams? 	<ul style="list-style-type: none"> • Discuss classroom orientation and expectations • Demonstrate the techniques needed to pass the NYS cosmetology Licensing Exams 	<ul style="list-style-type: none"> • Getting to know you • Health information • State Licensing Exam Rubric 	Career Ready Practices CRP 1,2	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 1	ELA 11-12SL1, 6 11-12L4c, 6 11-12W2, 5-7
				Pathway Standards HU-PC 4	Science AECC 1,2
Weeks 2-3 Infection Control	<ul style="list-style-type: none"> • What are the classifications of bacteria? • What are the different types of disinfectants and how are they used? • What is Hepatitis and HIV and how are they controlled in the salon? • What is a SDS? 	<ul style="list-style-type: none"> • Prepare and mix disinfectant • Describe and demonstrate proper disinfection practices in salon • Explain the importance of a SDS 	<ul style="list-style-type: none"> • Infection Control: Principles and Practices: Workbook and Essential Experiences Worksheets • MSDS Carousel Activity • Disinfectant Carousel Activity • Glo-Germ Lab • Textbook Scenario • Performance Assessment: proper hand washing, sanitation and disinfection procedures • Quiz on SDS and Bacteria • Chapter Test 	Career Ready Practices CRP 1,2,3	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 4	ELA 11-12SL1, 6 11-12L4c, 6 11-12W2, W6 11-12R1
				Pathway Standards HU-PC 1,4	Science HS-ESS3-4 HS-LS4-2,4 HS-LS1-2 AECC 1,2

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 4-6 General Anatomy and Physiology	<ul style="list-style-type: none"> Why is anatomy and physiology important in the cosmetology profession? What are cells, their structure, and how do they reproduce? What is tissue and what are the types of tissues found in the body? What are the main body systems and what are their basic functions? 	<ul style="list-style-type: none"> Define anatomy, physiology and histology Explain why studying anatomy is important to cosmetology Create a 3 D model of a cell, and explain the structures of a cell and cell metabolism Describe the 5 different types of tissue found in the body Describe the main organs found in the body Describe the ten systems of the body and their functions Describe the primary bones of the body including bones in the head, face, arms, hand, leg and feet Describe types of muscular and nerve tissue found in the body List and describe the composition of blood and the circulatory system List and describe the two types of glands found in the body List the organs in the excretory system and their functions 	<ul style="list-style-type: none"> Anatomy and Physiology: Workbook and Essential Experiences Worksheets Textbook Scenario Chapter Test Skeleton poster Labeled model of the bones of the face and cranium Mini quizzes on each system 	Career Ready Practices CRP 1,2,4	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,5,9
				Cluster Standards HU 3,4	ELA 11-12SL1,6 11-12L4c, 6 11-12W2, W6
				Pathway Standards HU-PC 1	Science HS-LS1-2
					AECC 1,2,3
Weeks 7-8 Skin Structure, Growth and Nutrition Facials	<ul style="list-style-type: none"> What are the structures and composition of skin? What are the functions of the skin? How would you maintain the health of your skin? 	<ul style="list-style-type: none"> Create a 3D model of the skin and Explain the functions and composition of the skin After performing a skin analysis demonstrate the proper facial treatment 	<ul style="list-style-type: none"> Skin Structure, Growth and Nutrition: Workbook and Essential Experiences Worksheets Textbook Scenario 3D design of skin Rubric Quiz on diagram of the skin Facial Procedure Rubric Chapter Test 	Career Ready Practices CRP 1,2,6	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 4	ELA 11-12SL1,4-6 11-12L4c,5, 6 11-12W2, W6 11-12R1 11-12W5-7
				Pathway Standards HU-PC 1,14	Science HS-ESS3-4 HS-LS1-2,3
					AECC 1, 2, 13

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Weeks 9-11 Skin Disorders and Diseases	<ul style="list-style-type: none"> • What is the aging process of the skin? • What factors influence aging of the skin? • Which skin disorders can be handled in salon and which need to be referred to a physician? 	<ul style="list-style-type: none"> • Describe different factors that contribute to aging skin • Explain the effect of sun overexposure on the skin • Define primary and secondary lesions • Describe disorders of sudoriferous and sebaceous glands • Identify skin disorders than need to be seen by a physician • Research and create an informational tri-fold of a skin disorder or disease and present your finding 	<ul style="list-style-type: none"> • Skin Disorders and Diseases: Workbook and Essential Experiences Worksheets • Flashcards using pictures of skin disorders • Correct information on trifold • Textbook Scenario • Chapter Test 	Career Ready Practices CRP 1,4	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,5,9
				Cluster Standards HU 3,4	ELA 11-12SL1,4-6 11-12L4c,5, 6 11-12W2, W6 11-12R1 11-12W5-7
				Pathway Standards HU-PC 1,2,4	Science HS-LS1-2,3
Week 12-13 Nail Structure and Growth	<ul style="list-style-type: none"> • What is the structure and composition of the nail? • How do nails grow? 	<ul style="list-style-type: none"> • Create a poster size diagram of the nail • Explain the growth of nails 	<ul style="list-style-type: none"> • Nail Structure and Growth: Workbook and Essential Experiences Worksheets • Quiz on Nail diagram • Textbook Scenario • Chapter Test 	Career Ready Practices CRP 1,4	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 3,4	ELA 11-12SL1,4-6 11-12L4c,5, 6 11-12W2, W6 11-12R1 11-12W5-7
				Pathway Standards HU-PC 1,2,4	Science HS-LS1-2
Weeks 14-16 Nail Disorders and Diseases	<ul style="list-style-type: none"> • What are the various disorders and diseases of the nail? • Which disorders and diseases need to be seen by a physician and which can be addressed in the salon? 	<ul style="list-style-type: none"> • Analyze different diseases and disorders of the nails and distinguish between ones that need medical attention and those than can be serviced in salon • Create an informational tri-fold of nail disorders and diseases 	<ul style="list-style-type: none"> • Nail Disorders and Diseases: Workbook and Essential Experiences Worksheets • Flashcards with pictures of diseases and disorders • Correct information 	Career Ready Practices CRP 1,4,6,11	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 3,4	ELA 11-12SL1,4-6 11-12L4c,5, 6 11-12W2, W6 11-12R1 11-12W5-7
				Pathway Standards	Science

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
			<ul style="list-style-type: none"> listed on trifold Textbook Scenario Chapter Test 	HU-PC 1,2,4	HS-LS1-2,3 AECC 1,2,12
Weeks 17-19 Advanced Nail Techniques: Acrylic	<ul style="list-style-type: none"> What are the main ingredients and the chemistry of acrylic monomer and polymer? 	<ul style="list-style-type: none"> Explain monomer liquid and polymer powder chemistry and how they work 	<ul style="list-style-type: none"> Monomer Liquid and Polymer Powder Nail Enhancements: Workbook and Essential Experiences Worksheets Textbook Scenario Chapter Test 	Career Ready Practices CRP 1,2,4	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 3,4	ELA 11-12SL1,6 11-12L4c, 6 11-12R1, 7 11-12W1,2,5-7
				Pathway Standards HU-PC 2,4,5	Science HS-ESS3-4 HS-PS1-2 HS-PS3-4 HS-PS2-6 AECC 1,2,6,12
Week 20-22 Advanced Nail Techniques: UV Gels	<ul style="list-style-type: none"> What is the chemistry and the main ingredient in UV gel nails? What are the different types and uses of UV gels and UV lamps? What is the procedure for applying UV gel nails? What type of maintenance is needed for UV gels? 	<ul style="list-style-type: none"> Describe the chemistry and main ingredient of UV gels Identify the differences with UV gels and UV lamps Explain the procedure for UV gel nails Demonstrate application of UV gel nails Describe what needs to be done to safely and correctly maintain and/or remove Gel nails 	<ul style="list-style-type: none"> UV Gels: Workbook and Essential Experiences Worksheets Textbook Scenario Chapter Test UV Gel nail application rubric 	Career Ready Practices CRP 1,2,4,6,11	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 3,4	ELA 11-12SL1,6 11-12L4c, 6 11-12R1, 7 11-12W1,2,5-7
				Pathway Standards HU-PC 2,4,5	Science HS-ESS3-4 HS-PS1-1 HS-PS3-4 HS-PS2-6 AECC 1,2,6,12
Weeks 23 Chemistry	<ul style="list-style-type: none"> What is the difference between organic and inorganic chemistry? 	<ul style="list-style-type: none"> Explain the difference between organic and inorganic chemistry List and describe the three states of 	<ul style="list-style-type: none"> Basic Chemistry: Workbook and Essential Experiences Worksheets 	Career Ready Practices CRP 1,2,5	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards	ELA

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> • What are different states of matter? • What are elements, compounds and mixtures? • What are the differences between solutions, suspensions and emulsions? • What is pH and what is the pH scale? 	<ul style="list-style-type: none"> • matter • Explain and describe elements, compounds and mixtures • List the differences between solutions, suspensions and emulsions • Describe and define pH and pH scale 	<ul style="list-style-type: none"> • Textbook Scenario • Chapter Test 	HU 3.4 Pathway Standards HU-PC 2,4,5	11-12SL1,6 11-12L4c, 6 11-12R1, 7 11-12W1,2,5-7 Science HS-ESS3-4 HS-PS1-1 HS-PS3-4 HS-PS2-6 HS-PS1-11 AECC 1, 2, 6
Weeks 24-27 Properties of Hair and Scalp	<ul style="list-style-type: none"> • What are the structures of the hair root and shaft? • What are the three layers of the hair shaft? • What is the hair growth cycle? • What is a hair analysis? • What are the various types of hair loss and their causes? • What are hair loss treatments? • Which types of hair and scalp disorders are commonly seen in salon? • Which scalp disorders can be treated by a cosmetologist? 	<ul style="list-style-type: none"> • Explain what a hair analysis is and why it should be completed • List and describe various forms of hair loss and their treatments • List and describe disorders of the hair and scalp and the treatments for them • Create a 3-D Model of the Hair • Research, create and present an Informational tri-fold of Hair and Scalp disorder 	<ul style="list-style-type: none"> • Properties of Hair and Scalp: Workbook and Essential Experiences Worksheets • Textbook Scenario • Quiz on Labeling the Parts of the Hair • Informational Trifold • Chapter Test 	Career Ready Practices CRP 1,2,4 Cluster Standards HU 3,4 Pathway Standards HU-PC 1,2,4,5	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,5,9 ELA 11-12SL1, 6 11-12L4c, 6 11-12R1, 7 11-12W1,2,5-7 Science HS-LS1-2,3 HS-ESS3-4 AECC 1,2,5
Weeks 28-32	<ul style="list-style-type: none"> • What are the factors of hair analysis that 	<ul style="list-style-type: none"> • Explain hair and scalp analysis • Explain the physical and chemical 	<ul style="list-style-type: none"> • Chemical Texture Services: Workbook 	Career Ready Practices CRP 1,2,4	Literacy RST.11-12.1,2,3,4,9

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Chemical Texture Services	<p>important for chemical texture services?</p> <ul style="list-style-type: none"> • What are the physical and chemical actions that take place during permanent waving? • What are the various types of permanent waving lotion? • What are the basic wrapping techniques? • What is the difference between hydroxide relaxers and thio relaxers? • What is the basic procedure for chemical relaxing? • What is the basic procedure for a curl reforming service? 	<p>actions that take place during permanent waving</p> <ul style="list-style-type: none"> • Analyze various types of permanent waving solution and select the appropriate one for a client • Demonstrate a basic wrap, curvature wrap, double-rod wrap, bricklay wrap, weave wrap, and spiral wrap • Demonstrate the procedure for permanent waving and chemical hair relaxing (mock chemicals) • Explain the differences between hydroxide relaxers and thio relaxers • Explain the procedure for curl reforming 	<p>and Essential Experiences Worksheets</p> <ul style="list-style-type: none"> • Textbook Scenario • Observations and rubric on wrapping techniques • State Licensing Exam Rubric for basic perm wrapping and chemical restructuring (relaxing) • Chapter Test 		WHST.11-12.2,4,9
				Cluster Standards HU 3,4	ELA 11-12SL1, 6 11-12L4c, 6 11-12R1, 7 11-12W1,2,5-7
				Pathway Standards HU-PC 2,4,5	Science HS-ESS3-4 HS-PS1-5,6,11
					AECC 1,2,4,10
Weeks 33-37 Hair Coloring	<ul style="list-style-type: none"> • What are the principles of color theory and how are they related to hair color? • What roles do level and tone play in formulating hair color? • What are four basic categories of hair color, what are their 	<ul style="list-style-type: none"> • Identify principles of color theory with a color wheel • Describe ten levels of color and the importance of level when formulating hair color • Describe the importance of tone to hair color formulation • List the four basic categories of hair color and explain their chemical effects on the hair • Explain the action of hair lighteners • Demonstrate the application 	<ul style="list-style-type: none"> • Hair Coloring: Workbook and Essential Experiences Worksheets • Textbook Scenarios • Chapter Test • State Licensing Exam Rubric for Foiling technique • State Licensing Exam Rubric for color retouch 	Career Ready Practices CRP 1,2,4,6	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9
				Cluster Standards HU 3,4	ELA 11-12SL1, 6 11-12L4c, 6 11-12R1, 7 11-12W1,2,5-7
				Pathway Standards HU-PC 1,2,4	Science HS-ESS3-4 HS-PS1-5 HS-ETS1-3

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	chemical effects on the hair, and how are they used? <ul style="list-style-type: none"> • What is the action of hair lighteners? • What are special effects hair coloring techniques? 	procedures of permanent colors, and lighteners, in both virgin and retouch applications using mock supplies <ul style="list-style-type: none"> • Demonstrate the application of special effects in hair coloring with caps, foiling and baylage techniques and mock products 	application		AECC 1,2,4,11
Week 38 Electricity	<ul style="list-style-type: none"> • What is the nature of electricity? • What are the two types of electric currents? • What are electrical measurements? • What are the principles of electrical equipment safety? • How are electric modalities used in cosmetology? • What are electromagnetic radiation and the visible spectrum of light? • What are the types of light therapy and their benefits? 	<ul style="list-style-type: none"> • Describe two types of electric current and list examples of each • List the four main types of electrical measurements and explain what they measure • List and describe two main electric modalities or currents used in cosmetology • List and describe two main types of light therapy • Explain electromagnetic radiation, visible light, and white light • Name two important precautions to observe when using light therapy 	<ul style="list-style-type: none"> • Basic Electricity: Workbook and Essential Experiences Worksheets • Model of a complete circuit • Textbook Scenario • Chapter Test 	Career Ready Practices CRP 1,2,4 Cluster Standards HU 3,4 Pathway Standards HU-PC 1,2,4	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9 ELA 11-12SL1, 6 11-12L4c, 6 Science HS-ESS3-4 HS-PS4-1 HS-ETS1-2 AECC 1,2,9
Weeks 39-40 New York State Licensing Exam Techniques NOCTI Review and Exam	<ul style="list-style-type: none"> • What are the expectations of the NYS Cosmetology Licensing Exam? • What is needed to pass the NOCTI technical assessment? 	<ul style="list-style-type: none"> • Perform a 90 degree haircut with razor cutting technique • Perform a blow-dry on top and one side of head • Demonstrate marcel curling by performing three barrel curls on top of head clipped and cooled, and three spiral curls on dried side of 	<ul style="list-style-type: none"> • State Licensing Exam Rubric • Review for written exam • NOCTI Exam 	Career Ready Practices CRP 1,2,10 Cluster Standards HU 1,2,3 Pathway Standards HU-PC 4	Literacy RST.11-12.1,2,3,4,9 WHST.11-12.2,4,9 ELA 11-12SL1, 6 11-12L4c, 6 Science

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
		head <ul style="list-style-type: none"> • Demonstrate roller placement • Demonstrate permanent waving technique, applying waving lotion, and testing curls • Perform ridge and shaping with pin curls • Demonstrate fingerwave ridges • Demonstrate foiling procedure • Demonstrate hair color retouch • Demonstrate relaxing techniques for both virgin and retouch applications 			AECC 1, 2, 3, 4, 5, 6, 7, 11 12,13

AECC: New York State Appearance Enhancement Cosmetology Curriculum

Syracuse City School District
Career and Technical Education Program
Course Syllabus
COS 400: Cosmetology 400



Program Overview

Cosmetology is a four-year program in which students will prepare for licensure in New York State and a career in the Appearance Enhancement field. The Cosmetology program is taught in a state-of-the-art salon setting where students will engage in many hands-on services such as haircutting, hairstyling, coloring, chemical texture service, and manicuring, pedicuring and skin care. In addition to hands-on skills, students will learn about cosmetology through written work, lectures, guest speakers, group discussions, group activities and science-based lab work. Daily class attendance is required and a crucial part of the preparation for licensure. Through this program students will also develop patience, perseverance, communication, and customer service skills as well as time management strategies that are needed to be successful in the field of cosmetology. During the senior year of the program, students will participate in worked-based learning opportunities through internships in salons for approximately 6 weeks.

New York State requires all people working in the Appearance Enhancement field to be licensed before performing services on a client. At the successful completion of the four-year program, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology. To be eligible, candidates must be at least 17 years old, have 1,000 hours of classroom instruction and a final overall passing grade of 70%. The New York State Licensing Exam in Cosmetology exam consists of a 100-question multiple choice test and a practical hands-on test.

Course Description

This is the last class of a multi-year cosmetology program resulting in 1000 hours of instruction. This course includes the New York State Cosmetology Curriculum as the core curriculum, which aligns with industry standards and Career Ready Practices. Much of Cosmetology 400 involves hands-on practical application of knowledge and skills. The class meets every day for 3 periods during which students will run the salon for other students, staff, and members of the community at least once a week.

Upon completion of the cosmetology multi-year program, student assessments will include the Skills USA and/or NOCTI accredited exams, as well as a culminating student business plan project, which demonstrates commencement-level problem solving, technical skills and academic competency. Skill competencies will be documented through on-going authentic assessment using a senior portfolio. Students that pass both the written and practical NOCTI exam will receive a technical endorsement on their diploma. At the end of this course, students will qualify for a New York State Temporary Cosmetology License and become eligible to take the New York State Licensing Exam in Cosmetology.

Pre-Requisites

COS 100: Exploratory Cosmetology
COS 200: Cosmetology 200
COS 300: Cosmetology 300

Course Objectives

1. Students will project a positive attitude and a sense of personal integrity and self-confidence.
2. Students will practice effective communication skills, poise, and proper grooming.
3. Students will respect the need to deliver worthy service for value received in an employer-employee relationship.
4. Students will apply academic and practical learning and related information to ensure sound judgment, decisions, and procedures.

Integrated Academics

1 English 12 Credit

Equipment and Supplies

- **School will provide:** Cosmetology textbook, portfolio binders, cosmetology Lab equipment
- **Student will provide:** Cosmetology Kit (purchased for COS 200: Introduction to Cosmetology); lock to keep Cosmetology Kit secure; closed-toed rubber soled shoes worn for safety while working in lab/salon which can be left at school.

Textbook

Milady. *Milady Standard Cosmetology*. Clifton Park, NY: Cengage, 2012.

Grading

25%	Classwork (Daily Grade)
20%	Homework (vocabulary, worksheets) (Portfolio and Research Papers graded separately)
30%	Tests
25%	Lab (all hands-on activities and lab work)

All homework and assignments due on the assigned date; late work will be accepted up to three days late, losing 10 points per day.

Additional Course Policies

- **Good attendance is extremely important** to succeed and qualify for licensing. Students are expected to be in attendance **daily** in order to achieve the hours needed to obtain their cosmetology license. If students are going to be absent, they should “call in sick” and let the teacher know that they will not be in. Upon their return to class, they should have a note from parent or doctor. Students are encouraged to take advantage of all make up opportunities.
- Through an articulation agreement with Bryant and Stratton College, students who will be attending that college and who complete the Salon Business Plan with at least an 85 can apply for 3-6 college business credits.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Introduction and School Policy• New York State Licensing Exam Requirements• Hair Coloring• Permanent Waving/Chemical Relaxing
2	<ul style="list-style-type: none">• Haircutting• Decades Research Project• Wigs and Hair Additions• Seeking Employment• On the Job• Salon Business
3	<ul style="list-style-type: none">• Business Plan (Senior Project)• Work-Based Learning Internship
4	<ul style="list-style-type: none">• NOCTI Review• Licensing Rules and Regulations• New York State Licensing Exam Review

**Syracuse City School District
Career and Technical Education Program
Scope and Sequence
COS 400: Cosmetology 400**



Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Week 1 Introduction and School Policy	<ul style="list-style-type: none"> What are the expectations in the cosmetology classroom? 	<ul style="list-style-type: none"> Discuss classroom orientation and expectations 	<ul style="list-style-type: none"> Getting to know you Health card information “Graduation Cap” Goals 	Career Ready Practices CRP 1,2	ELA 11-12SL1, 6 11-12L4c, 6 11-12W2, 5-7
				Cluster Standards HU 1	Literacy
				Pathway Standards HU-PC 4	Science
Weeks 2-3 New York State Licensing Requirements	<ul style="list-style-type: none"> What are the expectations on the NYS Cosmetology Licensing Exam? 	<ul style="list-style-type: none"> Perform all State Licensing Exam procedures, including 90-degree haircut, thermals, styling techniques, and chemicals 	<ul style="list-style-type: none"> State Licensing Exam Rubric 	Career Ready Practices CRP 1,2,10	ELA 11-12SL1, 6 11-12L4c, 6
				Cluster Standards HU 1,2,3	Literacy
				Pathway Standards HU-PC 4,7	Science HS-ESS3-4
Weeks 4-6 Hair Coloring	<ul style="list-style-type: none"> How can you document your level of understanding of hair color? Which examples of your best work will be displayed? 	<ul style="list-style-type: none"> Create a personal portfolio demonstrating knowledge and skill with hair color using a variety of developers 	<ul style="list-style-type: none"> Personal Portfolio Classroom projects Classroom experiments on manikin Examples of work on live models Color Swatches Self-assessment list Rubric 	Career Ready Practices CRP 2,3,4,11,12	ELA 11-12SL1, 6 11-12L4c, 6 11-12W2, 5-7 11-12R1
				Cluster Standards HU 4	Literacy
				Pathway Standards HU-PC 1,2,3,4,5	Science HS-ESS3-4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					AECC 1, 2, 11
Weeks 7-10 Permanent Waving/Chemical Relaxing	<ul style="list-style-type: none"> How can you document your level of understanding permanent waving and chemical relaxing? Which examples of your best work will be displayed? 	<ul style="list-style-type: none"> Create a personal portfolio demonstrating knowledge and skill with permanent waving and chemical relaxing 	<ul style="list-style-type: none"> Personal Portfolio Classroom projects Classroom experiments on manikin Examples of work on live models Self-assessment list Rubric 	Career Ready Practices CRP 2,3,4,11,12	ELA 11-12SL1, 6 11-12L4c, 6 11-12W2, 5-7 11-12R1
				Cluster Standards HU 4	Literacy
				Pathway Standards HU-PC 1,2,3,4,5	Science HS-ESS3-4
					AECC 1, 2, 10
Weeks 11-13 Haircutting	<ul style="list-style-type: none"> What are the reference points on the head form and what is their role in haircutting? What are angles, elevations, and guidelines? What factors are involved in a successful client consultation? How are the various tools of haircutting sagely and properly used? What are four basic haircuts? What are the other types of haircutting techniques? 	<ul style="list-style-type: none"> Describe the role of each reference point on the head for haircutting. Explain how angles, elevations and guidelines are used in haircutting. Describe how to properly use the various tools of haircutting safely. Complete a 0-degree haircut, 180 degree long layered haircut, and 90-degree uniform layered haircut. Complete a razor haircut. Complete the removal of excess bulk (thinning). Complete a clipper cut. 	<ul style="list-style-type: none"> Haircutting: Workbook and Essential Experience Worksheets Textbook Scenario Demonstration of techniques for 0-degree haircut, 180-degree haircut, 90-degree haircut, razor cutting and the removal of excess bulk NYS Licensing Exam Rubrics 	Career Ready Practices CRP 1,2,4,6	ELA 11-12SL1, 6 11-12L4c, 6 11-12R1
				Cluster Standards HU 3,4	Literacy
				Pathway Standards HU-PC 1,2,4,6,7	Science HS-ESS3-4
					AECC 1, 2, 8
Weeks 14-15 Decades	<ul style="list-style-type: none"> How have the people, styles and 	<ul style="list-style-type: none"> Explore and research historical events, influential people, hairstyles, 	<ul style="list-style-type: none"> Research Paper and Research Paper Writing 	Career Ready Practices CRP 2,3,4,11,12	ELA 11-12SL1, 4-6 11-12L4c, 6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Research Project	<ul style="list-style-type: none"> events changed over the decades? How does the past influence the styles of today? 	<ul style="list-style-type: none"> fashion, and life styles of a previous decade and Explain how the past influences the styles of today. Write a formal research paper of findings. Create a PowerPoint presentation of the topics in the research paper. Recreate a hairstyle from the specified decade 	<ul style="list-style-type: none"> Rubric Power Point Presentation Rubric 		11-12W2, 5-7 11-12R1
				Cluster Standards HU 4	Literacy
				Pathway Standards HU-PC 1,2,3,4,5	Science
					AECC 1, 9
Week 16 Wigs and Hair Additions	<ul style="list-style-type: none"> What are the elements of a client consultation for wig services? What are the differences between human hair and synthetic wigs? What are the two basic categories of wigs? What is the procedure for taking wig measurements? How is a wig put on? What are the various types of hairpieces and their uses? What are three methods for attaching hair extensions? 	<ul style="list-style-type: none"> List seven key points you should cover in a client consultation for wig services. Explain the differences, advantages and disadvantages of a variety of wigs, hairpieces, and hair extensions. List the measurements that needs to be taken when measuring a client for a wig. List guidelines for styling a wig. Define an integration hairpiece. List and demonstrate the methods for attaching hairpieces. List and demonstrate the methods for attaching hair extensions. 	<ul style="list-style-type: none"> Wigs and Hair Additions: Workbook and Essential Experience Worksheets Wig Measurement Exercise Textbook Scenario Chapter Test 	Career Ready Practices CRP 1,2,4	ELA 11-12SL1, 6 11-12L4c, 6 11-12W2, 6 11-12R1,7
				Cluster Standards HU 4	Literacy
				Pathway Standards HU-PC 2,4,6,7	Science HS-ESS3-4 HS-ETS1-2
					AECC 1, 2, 9
Week 17 Seeking	<ul style="list-style-type: none"> What are the essentials to 	<ul style="list-style-type: none"> Explain a variety of ways that one can improve test taking. 	<ul style="list-style-type: none"> Seeking Employment: Workbook and Essential 	Career Ready Practices CRP 1,3,4,5,9,10	ELA 11-12SL1, 6 11-12L4c, 6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
Employment	<ul style="list-style-type: none"> • becoming test-wise? • What steps are involved in preparing for employment? • What are the various types of salon businesses? • How is a resume and an employment portfolio developed? • How do you explore the job market and research potential employers? • How is an effective employment interview completed? 	<ul style="list-style-type: none"> • List strategies that learners can use on the day of the exam. • Describe different types of salon businesses. • List strategies that will be helpful when writing a resume. • List what you should avoid while writing a resume. • List the items you should include in your professional portfolio. • Summarize things that you should consider before beginning your salon search. • Explain what is gained by visiting a salon prior to an employment interview. • Explain why it's important to send thank you notes after an interview. • List the important interview behaviors that you should practice. 	<ul style="list-style-type: none"> • Experience Worksheets • Cover Letter and Resume • Job Interview Role Play • Textbook Scenario • Chapter Test 		11-12W2, 6 11-12R7 11-12L6
				Cluster Standards HU 1,2,3,5,6	Literacy
				Pathway Standards HU-PC 5,6	Science
					AECC 1
Week 18 On the Job	<ul style="list-style-type: none"> • What are the qualities that help a new employee succeed in a service profession? • What are the habits of a good salon team player? • What is the function of a job description? • What are three different ways in which salon professionals are compensated? • What are the most effective ways to build a client base? 	<ul style="list-style-type: none"> • Explain what to look for in a salon to determine if it is right for you. • Explain rules of conduct that may help a new employee succeed in a service profession. • Explain what it takes to be a good team member. • Explain how a job description is used by the salon and by the employee. • Explain the three most common methods of compensation in salons. • Explain the important personal characteristics that help build a client base. 	<ul style="list-style-type: none"> • On the Job: Workbook and Essential Experience Worksheets • Textbook Scenario • Chapter Test 	Career Ready Practices CRP 1,3,4,5,9,10,11,12	ELA 11-12SL1, 6 11-12L6 11-12W2
				Cluster Standards HU 1,2,3,4,5,6	Literacy
				Pathway Standards HU-PC 5,6	Science
					AECC 1
Weeks 19-20 Salon Business	<ul style="list-style-type: none"> • What are some ways you may go into 	<ul style="list-style-type: none"> • List and describe the ways you may go into business for yourself. 	<ul style="list-style-type: none"> • Salon Business: Workbook and Essential 	Career Ready Practices CRP 1,3,4,5,6,7,9,10,11,12	ELA 11-12SL1, 4-6 11-12L6

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> business for yourself? What factors should be considered when opening a salon? Why is it important to keep accurate business records? What are good salon telephone techniques? What are the most effective forms of salon advertising? 	<ul style="list-style-type: none"> Describe what needs to be considered when opening a salon. Explain the importance of keeping accurate business records by creating payroll spreadsheets, salon expenses. Demonstrate and practice good salon telephone techniques. List and create a variety of advertising techniques. 	<ul style="list-style-type: none"> Experience Worksheets Textbook Scenario Salon Job Shadow (25 hours) with a writing piece 	<p>Cluster Standards HU 1,2,3,4,5,6</p> <p>Pathway Standards HU-PC 5,6</p>	<p>11-12W2, 5-7 11-12R1,7</p> <p>Literacy</p> <p>Science</p> <p>AECC 1</p>
Weeks 21-25 Business Plan	<ul style="list-style-type: none"> What are a variety of components that go into a business plan? 	<ul style="list-style-type: none"> Develop a business plan including an executive summary, vision and mission statement, as well as a SWOT analysis. Describe the company overview, service list and develop potential profit. Describe your competitive analysis Explain your marketing analysis and plan Develop a financial plan 	<ul style="list-style-type: none"> Salon Business Plan Marketing Plan with business cards, flyers, and service list Financial Plan Spread Sheet 	<p>Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12</p> <p>Cluster Standards HU 1,2,3,4,5,6</p> <p>Pathway Standards HU-PC 5,6</p>	<p>ELA 11-12SL1, 4-6 11-12L6 11-12W2, 5-7 11-12R1,7</p> <p>Literacy</p> <p>Science</p> <p>AECC 1</p>
Weeks 26-33 Work Based Learning Internship	<ul style="list-style-type: none"> What is it really like to work in a salon as a hairstylist, manicurist or skin care specialist? 	<ul style="list-style-type: none"> Develop and demonstrate job skills at a worksite. Experience and explore a range of career options in a salon atmosphere. Develop transferable skills related to attitudes, skills and knowledge needed to succeed in the workplace. 	<ul style="list-style-type: none"> Log of Internship Hours Journal of Internship Activities Internship Essay Self-evaluation Updated Resume to include new skills and experience from internship Thank You Notes to salon 	<p>Career Ready Practices CRP 1,2,3,4,5,6,7,8,9,10,11,12</p> <p>Cluster Standards HU 1,3,4,5</p> <p>Pathway Standards HU-PC 1,2,3,4,5</p>	<p>ELA 11-12SL1, 6 11-12L6 11-12W2</p> <p>Literacy</p> <p>Science</p> <p>AECC</p>

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
					1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,13
Weeks 34-35 NOCTI Review and Exam	<ul style="list-style-type: none"> What do I need to know to pass my NOCTI Exam? 	<ul style="list-style-type: none"> Review for written test. Perform a 90-degree haircut, demonstrate razor cutting technique. Perform a blow dry demonstration on top and one side of head. Demonstrate marcel curling by performing three barrel curls on top of head clipped, and three spiral curls. Demonstrate roller placement. Demonstrate permanent waving technique, apply waving lotion, test curl demonstration. Perform ridge and shaping with pin curls. Perform finger wave ridges. Demonstrate foiling procedure. Demonstrate hair color retouch. Demonstrate relaxing techniques, both virgin and retouch application 	<ul style="list-style-type: none"> Practice Test/Review Jeopardy Review State Licensing Exam Practical Applications State Licensing Exam Rubric NOCTI Exam 	Career Ready Practices CRP 1,2,10	ELA 11-12SL1, 4-6 11-12L6 11-12R1,7
				Cluster Standards HU 1,2,3	Literacy
				Pathway Standards HU-PC 4,7	Science HS-ESS3-4
Weeks 36-37 Licensing Rules and Regulations	<ul style="list-style-type: none"> What are the rules and regulations of NYS Cosmetology License? 	<ul style="list-style-type: none"> Identify the rules and regulations as they relate to Appearance Enhancement in New York State Explain the rules and regulations for safety in the salon 	<ul style="list-style-type: none"> Appearance Enhancement Rules and Regulation Quiz using printed copy to locate answers 	Career Ready Practices CRP 1,2,3	ELA 11-12SL1, 4-6 11-12L6 11-12R1,7
				Cluster Standards HU 1,4	Literacy
				Pathway Standards HU-PC 4,5	Science
Weeks 38-40 New York State Licensing Exam Review	<ul style="list-style-type: none"> What are the expectations of the NYS Cosmetology State Licensing Exam? 	<ul style="list-style-type: none"> Practice Written exams Practice skills application from the NYS Cosmetology Practical Task List: <ol style="list-style-type: none"> Perform a 90-degree haircut, 	<ul style="list-style-type: none"> Jeopardy Review Practice Practical Procedures State Licensing Exam Diagram and Rubric 	Career Ready Practices CRP 1,2,10	ELA 11-12SL1, 4-6 11-12L6 11-12R1,7
				Cluster Standards	Literacy

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	CCTC Standards	NYS Standards
	<ul style="list-style-type: none"> How do I apply for cosmetology license? 	demonstrate razor cutting technique 2. Perform a blow dry demonstration on top and one side of head 3. Demonstrate marcel curling by performing 3 barrel curls on top of head clipped, 3 spiral curls 4. Demonstrate roller placement 5. Demonstrate permanent waving technique, apply waving lotion, test curl demonstration 6. Perform ridge and shaping with pin curls 7. Finger wave ridges 8. Demonstrate foiling procedure 9. Demonstrate hair color retouch 10. Demonstrate relaxing techniques, both virgin and retouch application		HU 1,2,3 Pathway Standards HU-PC 4,7	Science AECC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

AECC: New York State Appearance Enhancement Cosmetology Curriculum

B. Teacher Certification

The self-study team reviews the teacher certification and training of the school or BOCES' instructional, paraprofessional, and support staff who deliver services within the CTE program seeking approval. New York State teacher certification review should include both CTE teachers and teachers of academic content within the proposed program.

Process

- Reviewers confirm that all CTE teachers hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm that all teachers of academic content hold appropriate New York State teacher certification for the program in which they will teach.
- Reviewers confirm the appropriate NCLB highly-qualified status for the CTE teachers in programs offering academic credit.
- Reviewers confirm that staff delivering instruction in programs where certification, licensure, or registration by an external entity have acquired the necessary credentials.
- Reviewers confirm that professional development opportunities exist within the school district or BOCES for instructional, paraprofessional, and support staff to acquire and improve skills and knowledge related to instructional enhancement of the CTE program.

Documentation

Recommendations from the review of teacher certification should be included in the self-study report and reviewed by the external committee. A list of all teachers for the program and the New York State teacher certification(s) held by each must be attached to the Application for Career and Technical Education Program Approval.

Resources

New York State Office of Teaching Initiatives
<http://www.highered.nysed.gov/tcert/certificate/certprocess.htm>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

[Return to TOC](#)

Search Certificate Holder

First Name:

Last Name:

Middle Initial:

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
<input checked="" type="radio"/>	THERESA	CALABRESE	M	LIVERPOOL	NY	Registered

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Cosmetology Permanent Certificate	02/01/2007		Issued
Cosmetology Temp Lic 6 mos	09/01/2001	08/31/2002	Expired
Cosmetology Provisional Certificate	02/01/2002	01/31/2007	Expired

Search Certificate Holder

First Name:

Last Name:

Middle Initial:

Search Results

Select	First Name	Last Name	MI	City	State	Registration Status
<input checked="" type="radio"/>	KAREN	RICHE		LIVERPOOL	NY	N/A

Certificate Information for New York State Teaching Certificate Holder

Certificate Title	Issue / Effective Date	Expiration Date	Status
Cosmetology/Barbering 7-12 Initial Certificate	10/28/2015	01/31/2021	Issued

C. Technical Assessments Based on Industry Standards

The self-study team reviews the selection of a technical assessment for the program seeking approval. The selected technical assessment must be nationally-recognized and based on industry standards. It must be available to students enrolled in the approved program and must consist of three parts: written, student demonstration, and student project. Successful completion of the technical assessment is not a requirement for high school graduation, but is required for a student to earn a technical endorsement on the high school diploma. The New York State Education Department does not approve, endorse, or certify any technical assessment.

Process

- The school district or BOCES selects an appropriate industry standard technical assessment to measure student proficiency in the technical field for the program. The school district or BOCES may select a New York State licensing examination as the technical assessment.
- The school district or BOCES determines the scheduling and administration of technical assessments. It is not required that the technical assessment be administered at the conclusion of the program. Parts may be administered throughout a student's learning experience.
- The school district or BOCES determines the number of times a student may take a particular technical assessment.
- The school district or BOCES must comply with existing laws and regulations related to administration of technical assessments to students with disabling conditions and provide appropriate testing modifications. Restrictions on student eligibility for testing are the responsibility of the test producer.
- In the absence of an appropriate nationally-recognized industry standard based assessment, a consortium of local, regional, state, business and industry representatives may be formed to produce such an instrument.
 - Technical assessments must meet generally recognized psychometric criteria. Therefore, the consortium approach may be expensive because of the many steps required to insure assessment validity, reliability, and security.
 - An existing CTE advisory committee or craft committee is not a technical assessment consortium. The school district or BOCES must ensure that the assessment consortium adequately represents current business and industry standards for the specific career area for the program.
- Where an appropriate technical assessment exists, but consists of only one or two parts, a consortium must be formed to develop the missing part(s).
- The school district or BOCES must develop a system to collect student-level and program-level data on performance on the technical assessment.

Documentation

Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee.

Resources

New York State graduation requirements: <http://www.emsc.nysed.gov/part100/pages/1005.html>

Information on the Technical Endorsement: <http://www.emsc.nysed.gov/cte/ctepolicy/endorsement.html>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



BLUEPRINT ASSESSMENT

COSMETOLOGY

Test Code: 7776

Version: 01

Specific Competencies and Skills Tested in this Assessment:

Scientific Concepts

Exhibit comprehension of safety and sanitation procedures
Identify scientific components of hair and scalp
Identify scientific components of nails
Identify scientific components of skin

Professionalism and Employability Skills

Demonstrate professionalism and effective communication skills
Demonstrate knowledge of management skills
Display familiarity with employability skills

Physical Service

Exhibit knowledge and application of shampoos, conditioners, and rinses
Exhibit knowledge and application of hair and scalp care services
Exhibit knowledge and application of facial procedures and make-up services

Manicuring and Pedicuring Skills

Display understanding of the purpose and effect of manicuring/pedicuring services
Demonstrate knowledge and application of artificial nail services
Demonstrate knowledge and application of natural nail services
Demonstrate knowledge and application of equipment and supplies

Chemical Services

Demonstrate proficiency of the knowledge and application of hair coloring and lightening services
Demonstrate proficiency of the knowledge and application of chemical waving
Demonstrate proficiency of the knowledge and application of chemical hair relaxing

Cosmetology continued

Hair Designing

Demonstrate knowledge and proficiency of various hair shaping techniques

Demonstrate knowledge and proficiency of various hair styling techniques

Display understanding of hair addition methods and procedures

Demonstrate knowledge and proficiency of various thermal techniques

Cosmetology continued

Written Assessment:

Administration Time: 3 hours
Number of Questions: 134

Areas Covered:

30%	Scientific Concepts
10%	Professionalism and Employability Skills
7%	Physical Services
9%	Manicuring and Pedicuring Skills
31%	Chemical Services
13%	Hair Designing

Sample Questions:

To predetermine the results of a predisposition test, the area is left undisturbed for a period of

- A. 24 to 48 hours
- B. 36 to 72 hours
- C. 10 to 20 minutes
- D. 30 to 60 minutes

As a salon professional, suggest needed services to a client by using

- A. written promotional materials
- B. high pressure tactics
- C. tact, diplomacy, and professionalism
- D. a firm tone of voice

When pushing back the cuticle, which part of the nail is affected?

- A. eponychium
- B. onycholysis
- C. lunula
- D. matrix

To avoid overlapping in a tint retouch, apply the tint to the new growth of hair about _____ the tinted hair.

- A. 1/16 inch over
- B. 1/16 inch up to
- C. 1/4 inch over
- D. 1/4 inch up to

In making a ridge for a finger wave, hold the comb

- A. flat against the head
- B. parallel with the index finger
- C. one inch below the middle finger
- D. perpendicular to the index finger

Cosmetology continued

Performance Assessment:

Administration Time: 3 hours
Number of Jobs: 10

Areas Covered:

- 10% **Haircutting Techniques**
Sectioning and preparation, establishing perimeter and layered length, establish a ninety-degree elevation, handling and controlling implements, use of cutting implements, procedure and techniques in shaping, removal of excess bulk.
- 7% **Blow-Dry Styling Techniques**
Demonstrate tension control, direct airflow properly, correct handling and controlling blow dryer, thoroughly dry in a uniform manner.
- 8% **Thermal Curling/Curling Iron Techniques**
Manipulation of iron, placement of curls, demonstration of curling techniques, correct iron handling, even and c-shaped curls.
- 7% **Roller Placement – Top of Head**
Roller technique, placement, and secure. Hair distributed evenly and smooth.
- 12% **Chemical Restructuring – Permanent Waving- Left Side of Head**
Demonstrate chemical procedures, placement of perm rods, application of protective cream, cotton, and wave lotion. Perform test curl, sectioning hair, placement of end papers, technique and application of bands.
- 7% **Diagonal Pin Curl Wave / C-Shaping – Right Side of Head**
Perform diagonal ridge, ridge curls, and c-shaping curls. Demonstrate proper technique, pattern/shaping, stems smooth, anchor curls correctly and securely.
- 5% **Finger Waving – Back of Head**
Perform waves evenly and defined ridges, smooth hair and no splits or breaks, create “S” pattern.
- 14% **Foiling Simulation (Virgin) – Right Front of Head**
Demonstrate subsectioning clean, uniform, and even. Complete and demonstrate weaves and slices. Perform proper foil placement, application of appropriate product, proper tools used and technique.
- 10% **Haircoloring Simulation (Retouch) – Right Back**
Appropriate use and application of product, clean subsectioning, utilizing bowl and brush method.
- 20% **Chemical Restructuring (Relaxing W/O Rods) – Virgin (Left Front) and Retouch (Left Back)**
Demonstrate use of appropriate products, uniform application clean and neat. Subsections clean, demonstrate proper handling and use of tools.

Cosmetology continued

Sample Job: Haircutting Techniques

Estimated Job Time: 50 minutes

Participant Activity: The participant will demonstrate zero-degree blunt and ninety-degree layered haircutting techniques using scissors and a razor.



SCSD CTE Student Portfolio

Definition: Student portfolios are a collection of personal documents, which showcase an individual’s learning experiences, goals and achievements. Student portfolios are created and controlled by the student, facilitated by the instructor, and evaluated by outside entities.

Purpose: Students should be able to leave a program with as many tools in their toolbox as possible. Student portfolios are a way to assist students in marketing themselves in future interviews, by using the portfolio to illustrate his or her skills and/or talents.

SCSD CTE Student Portfolio Requirements

<input type="checkbox"/>	Table of Contents:	This should list each section and piece of the portfolio in the order it appears
<input type="checkbox"/>	Cover letter	A cover letter introducing the student to a potential employer about a specific job in his or her chosen pathway. Should focus on why the student is the best candidate for the job. It should compliment the resume, not repeat it.
<input type="checkbox"/>	Resume	Should be professionally formatted. Usually a one-page document listing the student’s name, personal information (address, phone, and email), an objective, work history or extracurricular/community involvement, education, certifications/credentials, personal skills/interests, and references.
<input type="checkbox"/>	Letters of Recommendation	Students must include at least two (2) reference letters, provided by people outside the school who are familiar with his or her work or character. The reference letters can be employment-related, personal, or they can attest to the character of the student.
<input type="checkbox"/>	Certifications/Credentials	Students should include copies of any credentials and/or certifications they have earned as a result of their program.
<input type="checkbox"/>	Transcript	Student provides a copy of his or her full academic transcript.
<input type="checkbox"/>	Employability Profile	<p>Per NYSED: The work skills employability profile is intended to document student attainment of technical knowledge and work-related skills. Documents to validate skills reported on the profile could include, but are not limited to, an employer/teacher review of student work based on learning standards and expectations in the workplace, performance evaluations and observations.</p> <p>Students must have at least one employability profile completed within one year prior to school exit. If a student is involved in a number of work-based learning experiences and/or is employed part time, he/she may also have additional employability profiles as completed by others knowledgeable about his or her skills (e.g.,</p>

	employer and/or job coach).
<input type="checkbox"/>	College Research A written research assignment focusing on three colleges offering programs in the student's chosen career pathway.
<input type="checkbox"/>	Career Plan Per NYSED: "Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards." A Career Plan document can be found here: http://www.p12.nysed.gov/cte/careerplan/docs/SecondaryCommencLvl.pdf
<input type="checkbox"/>	Student Awards This section is completely open ended. Students should use this section to illustrate any awards, projects, exemplars, service learning, or scholarships, they participated or earned during their high school years. They can show evidence through pictures, project documentation, news articles, program agendas, meeting minutes, videos, etc.
<input type="checkbox"/>	Work Samples Examples highlighting <i>only the student's best work</i> , demonstrating the skills and competencies he or she has mastered. These should be presented professionally and be clearly captioned. Should not be thought as a scrapbook. Potential employers are only interested in the very best examples.

D. Postsecondary Articulation

The self-study team reviews the postsecondary articulation agreement for the program seeking approval. Postsecondary articulation agreements help students prepare for the transition from high school to advanced study in a particular career area. Articulation agreements provide direct benefits to students such as dual credits, college credits, advanced standing, or reduced tuition at a postsecondary institution. Articulation agreements may include several school districts and/or BOCES and multiple postsecondary institutions. The school district or BOCES may enter into multiple articulation agreements for a program seeking approval.

Process

- Reviewers confirm that the postsecondary articulation agreement is designed to prepare students for the transition from high school study to postsecondary study in the career area of the program seeking approval.
- Reviewers confirm that a postsecondary articulation agreement has been obtained that offers direct benefits to students in the program seeking approval.
- Reviewers confirm that the postsecondary articulation agreement includes the
 - prerequisite skills, knowledge, or coursework required of students to participate in the agreement
 - roles and responsibilities of each institution
 - duration of the agreement
 - endorsement by officials of each institution
- Signed articulation agreements must be on file within the school district or BOCES.

Documentation

Documentation of the postsecondary articulation agreement is maintained by the school district or BOCES and updated whenever modifications are made. Recommendations on the technical assessment selection should be included in the self-study report and reviewed by the external committee. A copy of the signed postsecondary articulation agreement must be attached to the Application for Career and Technical Education Program Approval.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>

**Articulation Agreement
between
Syracuse City School District (SCSD)
725 Harrison St, Syracuse, NY
and
Onondaga Community College
4585 West Seneca Turnpike, Syracuse, NY**

The signatories of this articulation agreement, Syracuse City School District (SCSD) and Onondaga Community College (OCC), declare their intention to participate in a partnership for the purpose of delivering educational instruction to eligible students. The parties to this agreement have reached the following understanding:

1. Term

The term of this agreement shall be for four years from January 1, 2018-June 30, 2021 and subject to the following conditions:

- Both parties have the option to extend this Agreement for one (1) additional four-year period giving written notice to the College no later than ninety (90) days prior to the expiration date.

2. Modification and Waiver

No waiver or modifications shall be valid unless it is in writing and signed by OCC and SCSD.

3. Curriculum and Courses

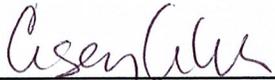
- Students who have enrolled in the Cosmetology program at Syracuse City School District will be eligible to enroll in courses and earn credit for:
 - ENG 103 and ENG 104: Freshman Composition and Literature I and II, subject to an annual Memorandum of Understanding and the identification of an OCC faculty member to teach the course on-premises at the Public Service Leadership Academy; and;
 - BUS 102: Mathematics of Business & Finance, through the Onondaga Community College, College Credit Now Program, subject to an annual Memorandum of Understanding and the availability of a credentialed high school instructor or an OCC faculty member to teach the course on-premises at the Public Service Leadership Academy.
- The above courses offered through the OCC College Credit Now Program are required for the Business Technology, A.A.S. degree at OCC.
- Tuition for concurrent enrollment courses will be incurred according to all applicable requirements in place by the State University of New York. For courses taught by Onondaga Community College faculty, the Syracuse City School District will additionally incur the cost set by annual Memorandum of Understanding between SCSD and OCC.
- Students will be assisted in the course registration process by OCC. Students will also be supported in the admission process to Onondaga Community College through a specialized workshop and the Office of Student Recruitment.

4. Students

Each student must enroll and remit payment as required by SUNY for the course(s) with OCC through the College Credit Now registration process as directed by the Director of Concurrent Enrollment and Secondary School Programs.

5. Entire Agreement

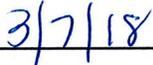
This Agreement Constitutes the entire Agreement between the College and SCSD with respect to the subject matter hereof. This Agreement supersedes any and all other agreements, whether oral or in writing, between parties with respect to the subject matter hereof.



Casey Crabill, Ed.D.
President
Onondaga Community College



Jaime Alicea
Superintendent
Syracuse City School District



Date



Date

E. Work-based Learning

Work-based learning (WBL) is the “umbrella” term used to identify activities which collaboratively engage employers and schools in providing structured learning experiences for students. These experiences focus on assisting students to develop broad, transferable skills for postsecondary education and the workplace. A quality WBL experience can make school-based learning more relevant by providing students with the opportunity to apply knowledge and skills learned in the classroom to real world situations.

Time requirements that students in an approved program may devote to work-based learning experiences are set by administrators of the approved program. This time should be an outcome of the self-study report and external review phases of the approval process. Work-based learning experiences must be sufficient in length and rigor to contribute to student achievement of the State learning standards as well as specific technical competencies.

Process

- The school district/BOCES and the employer cooperatively plan all work experiences.
- The school district/BOCES set up a formal procedure for the supervision/coordination of all work-based learning experiences and must ensure that work-based learning coordinators are appropriately certified.
- The school district/BOCES provide work-based learning experiences for students with disabilities
- The school district/BOCES and employer must ensure compliance with federal and state labor laws, and the State Department of Labor regulations and guidelines.
- The school district/BOCES must explore and develop work-based learning experiences in settings that are relevant to the program.
- The school district/BOCES must comply with Commissioner’s Regulations and Department policy where credit towards graduation is being awarded.

Documentation

Recommendations for work-based learning should be included in the self-study report and reviewed by the external committee.

Resources

New York State Education Department Work Experience Manual
<http://www.emsc.nysed.gov/cte/wbl/>

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



SYRACUSE CITY SCHOOL DISTRICT
Career and Technical Education

CTE

Internship Handbook

Preparing today's students for tomorrow's careers.



Syracuse City School District

Career and Technical Education Internship

Introduction to Career & Technical Education Work Based Learning

Introduction to Syracuse City School District CTE Internship

Career & Technical Education Program/Teacher Guidelines

1. Legal requirements of Internship Program
2. Career & Technical Education Program/Teacher Checklist

Employer Internship Partner Guidelines

1. Employer Safety Requirements
2. Expectations and responsibilities of the employer partner
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Student Intern Guidelines

1. Student Intern expectations and responsibilities
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FORMS

- NYSED Application for Employment Certificate (NYSED form attached)
- SCSD Certificate of insurance to cover student liability (sample attached)
- SCSD Memorandum of Agreement (Form #1)
- SCSD Internship Program Application (Form #2)
- SCSD Internship Ready to Work Assessment (Form #3)
- SCSD Internship Training Plan (Form #4)
- SCSD Notification of unpaid internship (Form #5)
- SCSD Internship Safety Certification (Form #6)
- SCSD Worksite Orientation (Form #7)
- SCSD Weekly Time Log/Record of Attendance (Form #8)
- SCSD Student Evaluation (Form #9)
- SCSD Mentor Program Evaluation (Form #10)

Forms are available on SCSD CTE website www.syracusecityschools.com/cte



Introduction

Syracuse City School District Career and Technical Education Work Based Learning

Learning in the workplace is not a new concept. Informal, on-the-job training is an integral part of all workforce development. Work based learning (WBL) provides structured learning experiences for students through exposure to a range of occupations. The Harvard University report, Pathways to Prosperity (February, 2011) suggested that “Work-linked learning should play an especially important role in the new American system of pathways to prosperity. There is mounting evidence that this would be an effective strategy for encouraging young adults to complete both high school and post-secondary degrees. Co-operative education is a tested model that provides students with extensive work experience that is monitored by the school.”

Learning in the workplace is connected to and supports learning in the classroom. Work based learning also helps students achieve established academic standards. Properly developed and supported, work based learning provides a practical context for school subject matter and enhances the traditional classroom learning. Workbased learning activities promote the development of broad, transferable skills and are a key element of a rigorous and relevant education for students. It enables students to acquire the attitudes, skills and knowledge needed to succeed in today’s workplace.

Employer partners can develop and support work based learning experiences that promote the attainment of workplace knowledge and skills. In doing so, they can support academic achievement and personal growth by designing, structuring, supporting and connecting work based learning experiences. Work based learning also supports professional, technical, and work-readiness skills development. Quality work based learning should:

- Be designed to enhance the learning of skills and workplace knowledge in all aspects of the industry
- Be structured to be safe, legal and measurable
- Be developmentally appropriate
- Have identified learning objectives and assess student performance
- Develop career ready practices and provide opportunities for reflection
- Be supported and documented by appropriate planning and training; and
- Comply with State and Federal labor laws

Syracuse City School District Career and Technical Education Internship

A Career and Technical Education Internship provides an important link between the classroom and the workplace for students age 16 and older. It is a structured, time-limited, career preparation activity in which students are assigned to a workplace for a defined period of time to participate in and observe firsthand within a given industry. The internship enhances and adds relevance to classroom learning. The internship may provide the opportunity to work in teams, rotate through a number of departments and job functions, or work on a project of interest to the student. It is essentially a partnership that links school, community, and business/industry to provide a real-world environment in which students are given the opportunity to apply, and thereby enhance, the knowledge and skills obtained in the classroom. The internship is related to the student’s CTE program of study, with the primary goals of promoting:

- The exploration of and experience in a field of interest
- Exposure to a wide range of careers and jobs within an industry
- Opportunities to develop, practice and demonstrate new skills
- The acquisition of occupational knowledge and awareness of the skills and education needed to be successful in the industry



Career & Technical Program/ Teacher Guidelines

Legal Requirements of SCSD CTE Internship Program

All Career and Technical Education Internship Programs have the common objective of providing opportunities for students to develop and demonstrate job skills at a supervised worksite. They are supported by training plans developed cooperatively by the employer, instructor, and student. There should be ongoing communication between the job mentors and the CTE teacher or work based learning coordinator concerning students' performance and needs.

Each internship program needs to have the following:

- New York State Education Department (NYSED) approval of the CTE program
- The employer understands that the student placement is governed by NYSED, New York State Workers' Compensation Board (NYSWCB), New York State Department of Labor (NYS DOL), and United States Department of Labor (USDOL) labor laws and regulations
- Employer is provided a Certificate of Insurance from school where school liability insurance protects the employer from any damage student may do in the workplace
- Students are given written notification that this program is unpaid and they are not due any wages per NYSDOL regulations
- Per NYS, students are required to receive coverage under the employer's Workers' Compensation Insurance if student is interning for a for-profit company. If student is interning at a non-profit entity, the student is required to be covered by the employer's visitors or volunteer insurance.
- Worksite must be in compliance with Occupational Safety and Health Administration (OSHA) regulations. Health and safety instruction/training appropriate for the job is provided by the SCSD and employer specific training is provided by the employer on the worksite.
- Memorandum of Agreement is in effect between the cooperating business and the education agency and outlines the responsibilities of the student, employer, parent/guardian, and school/coordinator, all of whom must sign to confirm their support of the agreement.
- Students complete an Internship Application indicating their understanding of, and agreement to, all rules and regulations of the program.
- Students receive instruction embedded within their CTE curriculum relating to the technical and career ready practices.
- An Internship Training Plan (ITP) is developed and used for each participating student. The plan identifies the general and specific job tasks the student will perform on the job, the desired learning outcomes of the experience, and the time frame the student will spend at each task. The training plan should be designed to ensure that the student will have a progressive learning experience.
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects. No students on academic probation will participate in the internship.
- Employment Certificate (Working Papers) for students provide verification that a student under age 18 is eligible for employment. The student, employer, and school must complete the form. Employment certificates are obtained at the high school – typically the main office, health office, or guidance office.
- Time Log/Record of Attendance provides an official record of the weekly and cumulative hours the student has worked during the experience. It must be maintained for each student.
- An intern evaluation will be done by the CTE teacher before the internship, at the midpoint of the internship and at the end of the internship. This same form will be completed by the on-site supervisor in the midpoint and at the end of the internship.



SCSD CTE Internship Program Checklist (To be completed by CTE teacher or WBL coordinator)

- NYSED has approved the CTE program
- The employer understands that the student placement is governed by NYSED, NYSWCB, NYSDOL, and USDOL labor laws and regulations
- NYSED Application for Employment certificate (working papers, usually available in school counseling office) has been verified (NYSED form attached)
- Employer is provided with a Certificate of Insurance from school to cover liability (sample attached)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency (**Form #1**)
- Students complete an Internship Application indicating their understanding of, and adherence to all rules and regulations set forth by the program. (**Form #2**)
- Students receive instruction embedded within their CTE curriculum relating to the technical and Career Ready Practices. The CTE teacher and the student have completed the SCSD CTE Internship Ready to Work Assessment (**Form #3**)
- An Internship Training Plan (ITP) is developed and used for each participating student (**Form #4**)
- Students are given written notification that this program will be unpaid and they are not due any wages per NYS DOL regulations (**Form #5**)
- All SCSD internship candidates have received appropriate safety certification for the industry provided by the school before internship and employer specific training and orientation is provided by the employer on the worksite (**Form #6 & Form #7**)
- All participating students are meeting, or have met, academic requirements of their CTE programs and academic subjects
- Review Time Log/Record of Attendance which serves as an official record of the hours the student has worked during the experience (**Form #8**)

REQUIRED FORMS

NYSED Application for Employment Certificate

Certificate of Insurance

SCSD Memorandum of Agreement
(**Form #1**)

SCSD Internship Program Application
(**Form #2**)

SCSD Internship Ready to Work Assessment
(**Form #3**)

SCSD Internship Training Plan
(**Form #4**)

SCSD Notification of unpaid internship
(**Form #5**)

SCSD Internship Safety Certification
(**Form #6**)

SCSD Worksite Orientation
(**Form #7**)

SCSD Weekly Time Log/Record of Attendance
(**Form #8**)

Forms are available online at the SCSD CTE website : www.syracusecityschools.com/cte

CTE Teacher/WBL Coordinator

Date



Employer Internship Partner Guidelines

SCSD CTE Internship Employer Requirements

Safety

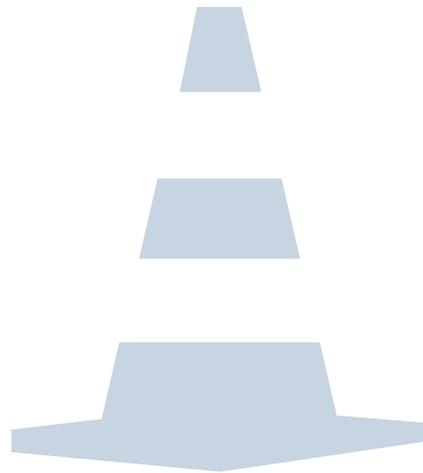
At all times, both school personnel and the employment site personnel must take appropriate steps to ensure that safe practices are stressed and followed. However, it is impossible to guarantee that no injuries resulting in medical expenses and liability will occur. The following prudent steps are encouraged:

1. In-school course content must include training related to safety at the worksite. Appropriate safety certification should be offered if possible. SCSD internship candidates will have received appropriate safety training before beginning their internship.
2. Any sites used for SCSD CTE internships will be reviewed by school personnel prior to placing a student at the worksite.
3. Employers must provide safety training information to interns as they would a new employee. Safety training must be provided if the employer engaged in a particularly hazardous occupation for minors as defined by the USDOL.
4. Provisions for student safety must be included as part of the training agreement signed by the employer, student, parent, and school representative.

Types of Liability Insurance and Risk Management

Workers' Compensation and Employer Liability Insurance

All employers will have a policy that provides coverage for the Workers' Compensation statutory benefits as well as liability coverage for certain employment-related situations. Verification of employer's Workers Compensation insurance will be included in the Memorandum of Agreement. The SCSD will also have insurance that covers the student participating in a school-related internship experience.



SCSD CTE Internship Expectations & Responsibilities of Employer

Before

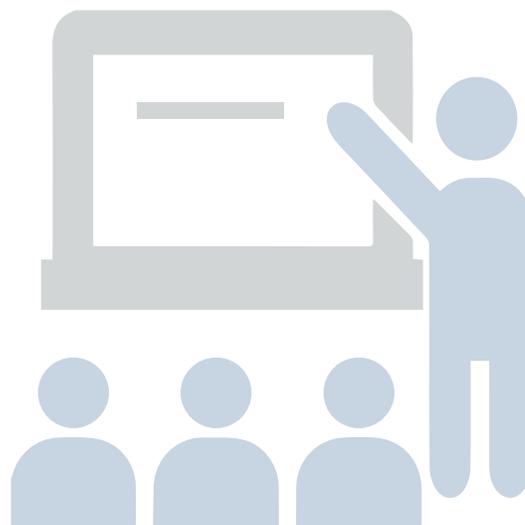
- Determine projects or activities that would be appropriate for your student intern
- Communicate with staff that an intern will be at the workplace and identify mentors
- Designate one employee, the on-site supervisor, to work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan

During

- Provide student with a Work Site Orientation to organization and any required training
- Train student intern for your work site, including all work site safety training
- Maintain a quality, safe and legal learning experience; provide effective supervision
- Use the Internship Training Plan as a guide for the internship; hold intern to employee standards/expectations; oversee, direct, and provide adequate tasking to maximize learning
- Meet with coordinator/teacher and student to decide on an ongoing communications strategy
- Evaluate intern work and provide constructive criticism
- Assist student in working toward learning outcomes
- Coordinate student schedule, approve weekly timesheets
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete a student evaluation midway through internship and discuss with student

After

- Complete a final evaluation of the student
- Hold debriefing session and review performance with the student and teacher
- Complete a Program Evaluation



SCSD CTE Internship Employer Internship Partner Checklist (To be completed by On-Site Supervisor/Mentor)

- Meet with coordinator/teacher and student to agree on ongoing communication strategy (e-mail, text, telephone, etc.)
- A written Memorandum of Agreement is in effect between the cooperating business and the education agency ([Form #1](#))
- Work with coordinator/teacher to develop and define successful student objectives and experiences and record on the student Internship Training Plan ([Form #4](#))
- Coordinate student schedule, approve weekly time log/record of attendance ([Form #8](#))
- Communicate with staff that an intern will be at the workplace and identify on-site supervisor and/or mentor

On-Site Supervisor _____

Mentor Name _____

- Provide student with Work Site Orientation to organization and any required training (Form #7)
- Create and maintain a quality, safe and legal learning experience
- Hold intern to employee standards/expectation; provide student support and candid feedback
- Communicate successes and opportunities at the workplace that the teacher can use to enhance the value of classroom connections
- Complete an interim SCSD CTE Internship Ready to Work Assessment of student performance and discuss with student ([Form #3](#))
- Provide effective supervision
- Complete a final assessment of the student ([Ready to Work Assessment, Form #3 and Student Training Plan, Form #4](#))
- Complete a program evaluation ([Form #10](#))

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Mentor Program Evaluation
(Form #10)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Employer/ Mentor

Date



Student Intern Guidelines

Expectations and Responsibilities of Students

Before

- Obtain working papers (if under 18)
- Return Internship Application and all permission slips with appropriate signatures
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan

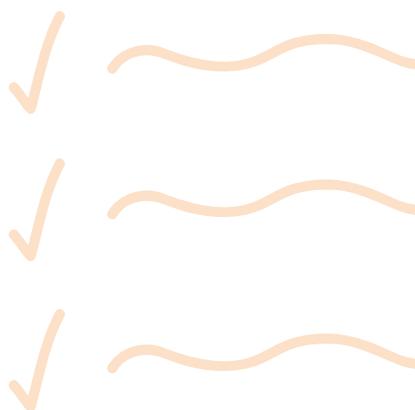
During

- Attend Orientation at the worksite
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track your hours as instructed on Weekly Timesheet
- Develop skill specific learning outcomes with your worksite supervisor
- Participate in ongoing reflection journal activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor if issues arise
- Keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)

After

- Participate in self-evaluation and reflection activities
- Update your resume based upon new skills and experiences gained
- Send thank you note to employer

TO DO...



SCSD CTE Internship Student Checklist (To be completed by student)

- Obtain NYSED Application for Employment Certificate (usually available in school counseling office, application attached)
- A written Memorandum of Agreement is in effect between the cooperating business, the education agency, and signed by student and parents (**Form #1**)
- Return Internship Application (**Form #2**) and all permission slips with appropriate signatures
- Develop skill specific learning outcomes with your worksite supervisor
- Meet with your teacher/coordinator and worksite supervisor to finalize an Internship Training Plan for the internship (**Form #4**)
- Attend orientation at the worksite (**Form #7**)
- Observe all workplace rules and regulations particularly those applicable to safety and security concerns
- Perform all duties, jobs and assigned tasks; treat internship like a real job
- Maintain regular work schedule and notify supervisor in advance of any vacation/appointments
- Track you hours as instructed on time log/record of attendance (**Form #8**)
- Participate in ongoing reflection activities and skill building classroom assignments
- Communicate with your teacher/coordinator and worksite supervisor, if issues arise and keep copies of all necessary paperwork (work journal, training plan, Weekly Time Log/Record of Attendance, and evaluations)
- Participate in self-evaluation and reflection activities (**Forms #3 & #9**)
- Update your resume based on new skills and experiences gained
- Send thank you note to employer

REQUIRED FORMS

SCSD Memorandum of Agreement
(Form #1)

SCSD Internship Program Application
(Form #2)

SCSD Internship Ready to Work
Assessment
(Form #3)

SCSD Internship Training Plan
(Form #4)

SCSD Worksite Orientation
(Form #7)

SCSD Weekly Time Log/Record of
Attendance
(Form #8)

SCSD Student Evaluation
(Form #9)

*Forms are available online at the SCSD CTE
website : www.syracusecityschools.com/cte*

Student

Date



SCSD CTE Internship Forms

NYSED Application for Employment Certificate

SCSD Certificate of Insurance to Cover Student Liability (Sample)

Form #1 SCSD Memorandum of Agreement

Form #2 SCSD Internship Program Application

Form #3 SCSD Internship Ready to Work Assessment

Form #4 SCSD Internship Training Plan

Form #5 SCSD Notification of unpaid internship

Form #6 SCSD Internship Safety Certification

Form #7 SCSD Worksite Orientation

Form #8 SCSD Weekly Time Log/Record of Attendance

Form #9 SCSD Student Evaluation

Form #10 SCSD Mentor Program Evaluation

Forms are available on SCSD CTE website at www.syracusecityschools.com/cte



THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NY 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

PART I – Parental Consent – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.....

I, Age
[Applicant]

Home Address apply for a certificate as checked below
[Full Home Address including Zip Code]

- Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required.
- Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required examination and employment certification as indicated above.

.....
[Signature of Parent or Guardian]

PART II – Evidence of Age – (To be completed by issuing official only)

..... – Check evidence of age accepted – Document # (if any)
[Date of Birth]

Birth Certificate State Issued Photo I.D Driver's License Schooling Record Other.....
[Specify]

PART III – Certificate of Physical Fitness

Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner licensed to practice within New York State. Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school If physical exam is over 12 months, provide student with certificate of physical fitness to be completed by school medical director or private health care provider. If the physical exam or Certificate of Physical Fitness is limited with regards to allowed work/activity, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate. THE PHYSICIAN'S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

PART IV – Pledge of Employment – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ residing at
[Applicant]

as at
[Description of Applicant's Work] [Job Location]

for days per week hours per day, beginning a.m. p.m.

..... Factory ending a.m. p.m.

[Name of Firm]

Nonfactory

[Address of Firm]

..... Starting date
[Telephone Number] [Signature of Employer]

PART V – Schooling Record – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of
[Name of School] [Address]

Show that whose date of birth is
[Name of Applicant]

Is in grade.....
[Signature of Principal or Designee]

PART VI – Employment Certification – (To be completed by issuing official only)

Certificate Number Date Issued

[School or Issuing Center]

[Address]

[Signature of Issuing Officer]

GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driver machinery; and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

When school is in session:

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- after 7 p.m. or before 7 a.m.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

When school is in session:

- more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
- between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
- between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
INSURED	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	NAIC #	
	INSURER A :	
	INSURER B :	
	INSURER C :	
INSURER D :		
INSURER E :		
INSURER F :		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY <input type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR 500,000 Retained GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						EACH OCCURRENCE	\$
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$
							MED EXP (Any one person)	\$
							PERSONAL & ADV INJURY	\$
							GENERAL AGGREGATE	\$
							PRODUCTS - COMP/OP AGG	\$
								\$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> Y / N If yes, describe under DESCRIPTION OF OPERATIONS below			N / A			WC STATU-TORY LIMITS	OTH-ER
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE

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Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Memorandum of Agreement

(Form #1)

Type of Work Based Learning Experience: Non-Paid Internship

This Work Based Learning Experience Agreement is entered into by and between the Syracuse City School District (SCSD) _____ (Student), his/her Parents/Guardian, _____ (Parent/Guardian), and his/her Work Experience Employer, _____ (Employer), on the date indicated below, whereby the Student will participate in a CTE Internship (Program at the Employer's place of business located at _____, on _____, during the hours of _____).

THE STUDENT UNDERSTANDS THAT HIS/HER CONDUCT IS A REFLECTION UPON THE SCHOOL NAME AND AGREES THAT HE/SHE WILL:

1. Provide his/her own transportation to and from the Employer's place of business (the SCHOOL, the Student's home school, the SCHOOL and the Employer are in no way responsible for providing the Student with transportation to and/or from the Employer's place of business at any time or for any incidents or accidents which may occur while the Student is on route to or from the Employer's place of business)
2. Demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn while at the Employer's place of business.
3. Keep regular attendance as agreed upon with the Employer, excluding Employer-observed holidays, days on which the Employer's place of business is closed or other legal absences and understands that his/her attendance will be taken from his/her weekly attendance reports.
4. Keep regular attendance at his/her home school.
5. Give the Employer as much advance notice as possible if unable to report for work or to do so in a timely manner and contact the CTE teacher at (315) _____.
6. Report to SCHOOL if the Internship location is closed for any reason during at time in which the student is scheduled to be at the Internship location and SCHOOL is in session.
7. Complete weekly time log/record of attendance (Form # 8) reports as required by SCHOOL.
8. Engage in only those work based learning experiences approved by the supervisor at the work-site.

THE EMPLOYER AGREES THAT IT WILL:

1. Not permit the Student to replace any paid employee (in the case of an Internship).
2. Advise the Student of all company rules, regulations and policies which relate to the Student.
3. Explain to the Student the responsibilities and duties of his/her internship and shall correlate on-the-job training with safety instructions given by the SCHOOL.
4. The work of the Student in occupations declared particularly hazardous by the U.S. Department of Labor shall be (i) incidental to the Student's training; (ii) intermittent and for short periods of time; and (iii) under the direct and close supervision of a qualified and experienced person.
5. Provide direct supervision by an authorized employee to the Student as needed.
6. Complete an accident report form and return to SCHOOL in the event of an accident.
7. Review the Student's performance with him/her on a weekly basis and sign a weekly time sheet, complete an evaluation of the Student on forms provided by the SCHOOL.
8. Inform the SCHOOL Instructor/Coordinator when the Student is absent or not performing adequately by calling (315) _____.





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Program Application Form

(Form #2)

Personal Information

Last Name	First Name	Age	Date of Birth
Street		Home Telephone Number	Cell Phone Number
City, State, Zip		Emergency Contact Name	Telephone Number
Email Address		Relationship to Emergency Contact	
Primary Parent/ Guardian Name		Parent/ Guardian's Telephone Number	
Primary Parent/ Guardian Email		Home	
		Cell	
Secondary Parent/ Guardian Name		Secondary Parent/ Guardian's Telephone Number	
Secondary Parent/ Guardian Email		Home	
		Cell	
Working Papers Certificate Number		SCSD Student schedule should be attached to this form	
		School Counselor	

School Year Training/ Work Schedule Availability

Please list the hours you can work during a typical weekly schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Please check applicable box: Fixed Schedule Schedule will vary

Sports, Clubs, and Other Activities

Transportation

Please check the appropriate response

Do you have a license? <input type="checkbox"/> Yes <input type="checkbox"/> No	If YES, which license do you have? <input type="checkbox"/> Full License <input type="checkbox"/> Junior License
Do you drive to school? <input type="checkbox"/> Yes <input type="checkbox"/> No	License Number:

If you do not have a license, how do you plan on getting to and from your internship?

Public Transportation Other





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Ready to Work Assessment (Form #3)

Name _____ Program _____ Date ____/____/____

Scale
1 = Seldom. 2 = Occasionally. 3 = Usually. 4 = Always.

		Student	Teacher	Onsite Supervisor
ZEST				
1	Actively participates			
2	Shows enthusiasm			
3	Invigorates others			
GRIT				
4	Finishes whatever he or she begins			
5	Tries very hard even after experiencing failure			
6	Works independently with focus			
SELF CONTROL SCHOOL WORK				
7	Comes to class prepared			
8	Pays attention and resists distractions			
9	Remembers and follows directions			
10	Gets to work right away rather than procrastinating			
SELF-CONTROL INTERPERSONAL				
11	Remains calm even when criticized or otherwise provoked			
12	Allows others to speak without interruption			
13	Is polite to adults and peers			
14	Keeps his/her temper in check			

		Student	Teacher	Onsite Supervisor
OPTIMISM				
15	Gets over frustrations and setbacks quickly			
16	Believes that effort will improve his or her future			
GRATITUDE				
17	Recognizes and shows appreciation for others			
18	Recognizes and shows appreciation for his/her opportunities			
SOCIAL INTELLIGENCE				
19	Is able to find solutions during conflicts with others			
20	Demonstrates respect for feelings of others			
21	Knows when and how to include others			
CURIOSITY				
22	Is eager to explore new things			
23	Asks and answers questions to deepen understanding			
24	Actively listens to others.			
ACADEMIC PERFORMANCE				
25	Completes all assignments with quality and timeliness			
26	Uses tools appropriately and safely			
COMMITMENT				
27	Attends class with one or less absences per quarter			
28	Demonstrates loyalty and appreciation to the program and instructors			





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

CTE Internship Training Plan (Form #4)

Student's Name	Email	
Student's Address	Telephone	Date of Birth
CTE Program Career Cluster	Working Papers Certificate #	
School Coordinator		
Phone Number		
Fax Number		
Email		
Employer		
Phone Number		
Fax Number		
Email		
Immediate Job Supervisor		
Phone Number		
Email		
Corporate Address		

Training Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Insurance Coverage

- Student is a non-paid intern – Worker's Compensation
- Student is a non-paid observer – Worker's Compensation

Transportation Provided by

- Student/parent will provide own transportation
- School district will provide transportation during school hours

Goals for this Work-Based Learning Student:

1. To explore, learn and develop the skills necessary for this career.
2. To develop the Career Ready Practices necessary for success in the global, competitive world.
3. To be trained in the safe operations of this job title.
4. To be able to demonstrate positive behavior and appropriate dress.



(Form #4 Continued)

JOB TASKS AND LEARNING OUTCOMES (Determined by the Employer and Coordinator)	ACHIEVEMENT LEVEL AND COMMENTS 1. Mastered skill 2. Needs more training at the work site. 3. Needs more training at school. 4. Has not reached this training area.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

CAREER READY PRACTICES	Always	Frequently	Occasionally	Rarely
1. Student works cooperatively as a team member?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Student is able to read instructions for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Student can calculate and measure for information and application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student can behave in a responsible manner without supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Student can communicate verbally and in writing to evoke clear understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Student demonstrates good listening and follow through skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Student demonstrates critical thinking and problem solving skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Student can locate and manage resources for problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Student demonstrates a positive work ethic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Student demonstrates computer literacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Notification of Unpaid Internship (Form #5)

This form serves as notification that the Syracuse City School District CTE Internship is an unpaid internship and students are not due any wages per New York State Department of Labor.

Student

_____/_____/_____
Date

CTE Teacher/ WBL Coordinator

_____/_____/_____
Date

Worksite Representative/ Mentor

_____/_____/_____
Date





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Safety Certification (Form #6)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/ WBL Teacher

Student CTE Program SCSD Career and Technical Program:

SAFETY CERTIFICATIONS		Date
OSHA 10	<input type="checkbox"/>	/ /
Safe Serv	<input type="checkbox"/>	/ /
First Aid	<input type="checkbox"/>	/ /
CPR	<input type="checkbox"/>	/ /
Other	<input type="checkbox"/>	/ /





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD Internship Worksite Orientation (Form #7)

Student

_____/_____/_____
Date

Mentor or Supervisor

CTE/WBL Teacher

Company Orientation

Directions: Be sure that your student employee obtains information about the factors listed below. Check the information on each item as it is completed. Return the completed form to the CTE Teacher or Work Based Learning Coordinator.

Tour of Workplace

- A tour of the workplace
- An overview of the company safety plan
- Introductions to co-workers

Tour of Employee Facilities

- Rest rooms
- Lunch room
- Where to store personal belongings

Other _____

Safety Plan

- Safety plan
- Stairwell/fire exits
- Fire Extinguishers
- Special hazards
- Accident prevention
- Safety Training Log, updated as needed

About the Company

- Discuss company organizational structure
- Review type of business, products, services
- Overview of who the customers are

Other _____

Employer/training sponsor

_____/_____/_____
Date

Student

_____/_____/_____
Date

CTE Teacher/WBL Coordinator

_____/_____/_____
Date

Department/Position Specifics

- Explanation of work schedule
- Review of dress and conduct code
- Review of hours, breaks and lunch policies
- Location of time clock or sign-in
- Attendance requirements, including procedures for calling in when absent
- Relationship to working with other departments or co-workers

Job Specific

- How to use the phones and office equipment
- Supplies, paper, pens, etc.
- Job description, Work-Based Learning Plan and evaluation process

Supervisors Expectations

- Dress code including clothing, hair and jewelry
- Work performance including productivity and work habits
- Company culture

Materials provided to intern

- Copy of personnel handbook
- Organizational charts
- Telephone directory
- Security procedures





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

Weekly Time Log/Record of Attendance (Form #8)

Student _____

Training Title _____

Worksite Supervisor _____

Time Log for the Week of: ____ / ____ / ____

	Date	Start Time	End Time	Hours Worked
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Total Weekly Hours: _____

Student please list any new tasks performed this week: _____

By signing this timesheet, you are certifying that it is correct and truthful.

Student's Signature

Date

Supervisor Name

Phone _____

Date

Supervisor's Signature

Attention Worksite Supervisor:

If you have any questions or concerns, please contact:

CTE Teacher

Phone

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law. Inquiries regarding the District's non-discrimination policies should be directed to: Executive Director of Student Support Services, Civil Rights Compliance Officer, Syracuse City School District, 725 Harrison Street • Syracuse, NY 13210/ (315) 435-4131, Email: CivilRightsCompliance@scsd.us





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Student Evaluation (Form #9)

Name _____

CTE Program _____

_____/_____/____ - ____/____/____
Dates of Internship

Year to Graduate

Please complete this form upon completion of your internship.

	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Overall, I had a great experience	<input type="checkbox"/>				
I was actively involved in the team meetings and felt free to express my thoughts and opinions	<input type="checkbox"/>				
My mentors encouraged and responded to my questions	<input type="checkbox"/>				
I have an increased appreciation for teamwork	<input type="checkbox"/>				
I have a greater ability to ask good questions and synthesize information	<input type="checkbox"/>				
I was presented with opportunities to learn by doing	<input type="checkbox"/>				
I gained factual knowledge about careers throughout the internship	<input type="checkbox"/>				
I would recommend this opportunity to others	<input type="checkbox"/>				
My time was well spent	<input type="checkbox"/>				
I would consider this employer as a future employer	<input type="checkbox"/>				
My co-workers are generally positive about work	<input type="checkbox"/>				

The best thing about my experience was... _____

The worst thing about my experience was... _____

Any suggestions on how we could improve the intern experience? _____

Other comments... _____





Syracuse City School District
725 Harrison Street, Syracuse, NY 13210

SCSD CTE Internship Mentor Program Evaluation (Form #10)

Student Name

SCSD School

Interning Location

Supervisor/ Mentor Name

____ / ____ / ____
Date

Internship Preparation

- Exceptional
- Adequate
- Inadequate

Modes of Communication with SCSD Personnel

- In-Person
- Email
- Phone

Amount of Communication with SCSD Personnel

- Exceptionally good
- Appropriate
- Too much
- Too little

Suggestions for improvement: _____

Additional comments: _____

Return to CTE teacher: _____
CTE Teacher Email



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NOTICE OF NON-DISCRIMINATION

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Inquiries regarding the District's non-discrimination policies should be directed to:

Assistant Superintendent for Student Support Services, Civil Rights Compliance Officer
Syracuse City School District
725 Harrison Street • Syracuse, NY 13210
(315) 435-4131

Email: CivilRightsCompliance@scsd.us

F. Employability Profile

The employability profile is a record of student achievement. That may include documentation of the student's attainment of technical knowledge and work-related skills, endorsements, licenses, clinical experience, work experience, performance on core academic Regent's examinations, performance on industry based assessments, attendance, student leadership honors and achievements and other honors or accolades of student success.

Process

- An employability profile model is developed for the program
- A profile of student achievement is developed for each student in the program and is maintained in accordance with records and retention policies of the school district/BOCES.
- The profile of student achievement is reviewed and updated on a continuous basis by the student and the appropriate program/guidance personnel.
- The work skills to be mastered by students with disabilities should be aligned with the student's Individualized Education Program (IEP).

Documentation

Recommendations for the employability profile model should be included in the self-study report and reviewed by the external committee.

Source: <http://www.p12.nysed.gov/cte/ctepolicy/guide.html>



EMPLOYABILITY PROFILE

Cosmetology



Industry Based Skill Standards

Proficiency Definitions

NA = Not Applicable 1 = Introduced 2 = Developing 3 = Proficient 4 = Mastery

	9th	10th	11th	12th
History of Cosmetology				
Understands the origin and development of cosmetology. Explores a variety of career opportunities available to a licensed cosmetologist.				
Life Skills				
Describes the principles that contribute to personal and professional success. Understands the characteristics of a healthy, positive attitude.				
Professional Image				
Explains the importance of maintaining a cosmetologists' professional image. Understands the importance of personal hygiene and professional ethics.				
Communicating for Success				
Demonstrates effective communication between stylists and clients. Conducts a client consultations effectively and politely. Understands how to handle unhappy clients and keep the lines of communication open.				
Infection Control				
Understands different types of infectious materials, their transmission and removal found in the salon. Explain the different types of disinfections and how they are used in the salon setting. Always practices universal precaution.				
General Anatomy				
Explain the importance of anatomy to the cosmetology profession. Understand the main body systems and their basic functions as it relates to cosmetology.				
Skin Structure and Diseases				
Describe the structure and composition of the skin. List and describe the functions of the skin. Learn to identify common skin lesions, skin pigmentation and possible causes of many skin disorders/diseases.				
Properties of Hair and Scalp				
Describe the structure of the hair shaft and root. Recognize hair and scalp disorders commonly seen in the salon through a scalp analysis. Describe hair growth cycle and possible causes of hairloss.				

State Board Readiness

State Board 90 Degree Haircut	
State Board Blow dry Techniques	
State Board Marcel Curling Techniques	
State Board Roller Placement	
State Board Permanent Waving	

	9th	10th	11th	12th
Hairstyling				
Demonstrate fingerwaving, pin curling and roller setting. Demonstrate blowdrying and thermal curling and styling. Demonstrate creative long and short hair styling.				
Braiding/Wigs/Extensions				
Prepare hair for braiding techniques. Perform overhand braid, underhand braid, rope and fishtail braid. Describe categories of wigs. Explain hair extensions.				
Haircutting				
Identify the reference points used in haircutting. Explain angles elevations, and guidelines used in haircutting. Perform four basic haircuts as well as texturizing. Understand mens clipper cutting and use of trimmer.				
Chemical Texture Services				
Explain chemical action during permanent waving. Explain the differences between alkaline and acid waves. Describe the action of thio and hydroxide relaxers have on the hair. Explain the purpose of neutralization. Perform a permanent wave.				
Hair Color				
Identify the level system. Understand color wheel and its role in color coverage and correction. Describe the categories of haircolor. Understand the action of lighteners and hydrogen peroxide levels. Methods used for highlighting.				
Nail Structure and Diseases				
Describe the structure and composition of the nail. Be able to identify the differences in nail diseases and disorders. Describe many possible causes of nail diseases and disorders.				
Nail Enhancements				
Demonstrate and describe tip and fabric wrap application. Demonstrate and describe acrylic nail application over tip and form. Demonstrate and describe UV gel application over tip and natural nail. Describe removal of nail enhancements.				
Business Skills				
Create a resume and cover letter. Explain networking and why it is important in the cosmetology field. Describe ways in which hair stylist are compensated. Describe ways to create a client base. Develop a salon business plan.				

State Board Pincurling	
State Board Foiling Technique	
State Board Color Retouch	
State Board Chemical Relaxing	

