Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter J. Human Services

Statutory Authority: The provisions of this Subchapter J issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.00222, and 28.025, unless otherwise noted.

§130.271. Implementation of Texas Essential Knowledge and Skills for Human Services, Adopted 2015.

(a) The provisions of this subchapter shall be implemented by school districts beginning with the 2017-2018 school year.

(b) No later than August 31, 2016, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career and technical education as adopted in §§130.272-130.285 of this subchapter.

(c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§130.272-130.285 of this subchapter shall be implemented beginning with the 2017-2018 school year and apply to the 2017-2018 and subsequent school years.

(d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§130.272-130.285 of this subchapter shall be implemented for the following school year.

Source: The provisions of this §130.271 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.272. Principles of Human Services (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(C) examine the importance of time management to succeed in the workforce;

(D) identify work ethics/professionalism in a job setting; and

(E) develop problem-solving and critical-thinking skills.

(2) The student demonstrates personal characteristics for success in high-skill, high-wage, or high-demand careers. The student is expected to:

(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities;

(B) develop measurable short- and long-term goals for personal and professional life;

(C) demonstrate personal-management skills needed for productivity;

(D) practice ethical and appropriate methods of conflict resolution;

(E) investigate the significance of grooming, appearance, and appropriate apparel selection in personal and professional settings;

(F) analyze the relationship of wellness to personal and professional productivity;

(G) determine personal and professional implications of substance abuse;

(H) demonstrate apparel maintenance and repair skills that enhance appearance in personal and professional settings;

(I) practice leadership skills such as participation in career and technical student organizations; and

(J) demonstrate effective communication skills.

(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:

(A) apply the decision-making process in planning the allocation and use of finances;

(B) use technology to manage resources;

(C) examine sustainable consumer buying techniques that promote effective use of resources;

(D) describe rewards, demands, and future trends in consumer service careers; and

(E) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:

(A) identify types of crises;

(B) determine appropriate responses, management strategies, and available technology to meet individual and family needs;

(C) determine effects of crisis on individuals and families;

(D) predict crises typical of various stages of the life cycle;

(E) identify the contributing factors of stress and how those factors impact individuals and relationships;

(F) investigate causes, prevention, and treatment of domestic violence;

(G) describe rewards, demands, and future trends in counseling and mental health services; and

(H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(5) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:

(A) identify the basic needs of children;

(B) analyze the responsibilities of caregivers for promoting the safety and development of children;

(C) determine developmentally appropriate guidance techniques for children;

(D) investigate causes, preventions, and treatment of child abuse;

(E) describe rewards, demands, and future trends in early childhood development and services; and

(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:

(A) identify the basic functions of the family, including roles and responsibilities;

(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members;

(C) analyze the multiple roles and responsibilities assumed by individuals within the family;

(D) investigate community service opportunities;

(E) analyze dietary practices across the life span;

(F) explain the impact of nutrition on development, wellness, and productivity over the life span;

(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span;

(H) describe rewards, demands, and future trends in family and community services; and

(I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(7) The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:

(A) describe factors influencing apparel selection;

(B) analyze apparel selection practices that accommodate personal needs, including age, lifestyle, special needs, and career;

(C) interpret and use information on apparel care labels;

(D) demonstrate safety practices when using and caring for apparel construction tools and equipment;

(E) demonstrate simple clothing repair and alteration techniques;

(F) describe rewards, demands, and future trends in fashion design; and

(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(8) The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:

(A) describe priorities and needs that influence interior design decisions;

(B) identify the elements and principles of design used in interiors;

(C) describe safe use and care of interior furnishings and equipment;

(D) identify maintenance and safety practices that affect interiors;

(E) discuss cultural, demographic, societal, and economic factors that influence interior design trends;

(F) describe rewards, demands, and future trends in interior design; and

(G) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

(9) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:

(A) explore new and emerging technologies that may affect personal care services;

(B) investigate the specific state requirements for licensure in personal care services;

(C) create records, including electronic records, of client services to retrieve personal care client information;

(D) examine different types of media to achieve maximum impact on targeted client populations;

(E) describe rewards, demands, and future trends in personal care services; and

(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.

Source: The provisions of this §130.272 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.273. Dollars and Sense (One-Half Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Principles of Human Services. Students shall be awarded one-half credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Dollars and Sense focuses on consumer practices and responsibilities, money-management processes, decision-making skills, impact of technology, and preparation for human services careers.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(C) examine the importance of time management to succeed in the workforce;

(D) identify work ethics and professionalism in a job setting; and

(E) develop problem-solving and critical-thinking skills.

(2) The student demonstrates management of individual and family resources such as finances, food, clothing, shelter, health care, recreation, transportation, time, and human capital. The student is expected to:

(A) analyze the economic rights and responsibilities of individuals as consumers;

(B) apply management, planning skills, and processes to organize tasks and responsibilities;

(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants;

(D) analyze the consequences of an economic decision made by an individual consumer such as the decisions to provide safe and nutritious food, clothing, housing, health care, recreation, and transportation; and

(E) analyze the impact of media and technological advances on family and consumer decisions.

(3) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:

(A) evaluate the need for personal and family financial planning, including maintaining a budget, expense records, and economic self-sufficiency;

(B) compare types of loans available to consumers and distinguish criteria for becoming a low-risk borrower;

(C) connect mathematics to the understanding of interest, including avoiding and eliminating credit card debt;

(D) collect evidence and data related to implementing a savings program, the time value of money, and retirement planning;

(E) explore how to be a prudent investor in the stock market and other investment options;

(F) investigate the benefits of charitable giving;

(G) compare types of banks, credit unions, and virtual banks available to consumers and the benefits of maintaining financial accounts;

(H) demonstrate the ability to maintain financial records;

(I) investigate bankruptcy laws, including ways to avoid bankruptcy;

(J) apply management principles to decisions about insurance for individuals and families;

(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records; and

(L) demonstrate the ability to use calculators, spreadsheets, computers, and software in data analysis relating to finance.

(4) The student demonstrates effective consumer skills related to housing needs. The student is expected to:

(A) explain consumer rights and responsibilities associated with renting or buying a home;

(B) analyze legal and financial aspects of purchasing and leasing housing; and

(C) propose money-management skills necessary to make the transition from renting to home ownership.

(5) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:

(A) analyze individual and family responsibilities in relation to environmental trends and issues;

(B) summarize environmental trends and issues affecting families and future generations;

(C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment; and

(D) explain governmental regulations for conserving natural resources.

(6) The student analyzes relationships between the economic system and consumer actions. The student is expected to:

(A) analyze economic effects of laws and regulations that pertain to consumers and providers of services; and

(B) identify types of taxes at the local, state, and national levels and the economic importance of each.

(7) The student identifies skills and attributes necessary for sustaining a chosen lifestyle. The student is expected to:

(A) evaluate and compare employment options, including salaries and benefits;

(B) compare rewards and demands for various levels of employment in a variety of careers;

(C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices;

(D) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and

(E) use presentation skills to communicate and apply knowledge of careers in consumer services.

(8) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:

(A) explain the roles and functions of individuals engaged in consumer services careers;

(B) analyze opportunities for employment and entrepreneurial endeavors;

(C) summarize education and training requirements for consumer services careers; and

(D) investigate professional organizations for consumer services.

Source: The provisions of this §130.273 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.274. Lifetime Nutrition and Wellness (One-Half Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, or Principles of Health Science. Students shall be awarded one-half credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(C) examine the importance of time management to succeed in the workforce;

(D) identify work ethics and professionalism in a job setting; and

(E) develop problem-solving and critical-thinking skills.

(2) The student understands the role of nutrients in the body. The student is expected to:

(A) classify nutrients and their functions and food sources and compare the nutritive value of various foods;

(B) assess the effects of nutritional intake on health, appearance, effective job performance, and personal life;

(C) analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood; and

(D) compare personal food intake to recommended dietary guidelines.

(3) The student understands the principles of digestion and metabolism. The student is expected to:

(A) describe the processes of digestion and metabolism;

(B) calculate and explain basal and activity metabolisms and factors that affect each;

(C) apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness;

(D) locate community resources that promote physical activity and fitness; and

(E) explain the relationship of activity levels and caloric intake to health and wellness, including weight management.

(4) The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:

(A) research the long-term effects of food choices;

(B) outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia;

(C) determine the effects of food allergies and intolerances on individual and family health;

(D) plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget;

(E) develop examples of therapeutic diets;

(F) analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances;

(G) analyze current lifestyle habits that may increase health risks;

(H) identify community programs that provide nutrition and wellness services;

(I) examine the nutritional value of fast foods and convenience foods;

(J) read and interpret food labels;

(K) examine and explain nutritional serving sizes;

(L) compare organic and green food choices; and

(M) determine sustainable food choices and their impact on society.

(5) The student understands safety and sanitation. The student is expected to:

(A) demonstrate safe and sanitary practices in the use, care, and storage of food and equipment;

(B) explain types and prevention of food-borne illnesses; and

(C) practice appropriate dress and personal hygiene in food preparation.

(6) The student demonstrates knowledge of food-management principles. The student is expected to:

(A) read and comprehend standard recipes;

(B) correctly use standard measuring techniques and equipment;

(C) demonstrate correct food-preparation techniques, including nutrient retention;

(D) use food-buying strategies such as calculating food costs, planning food budgets, and creating grocery lists;

(E) demonstrate food-preparation techniques to reduce overall fat and calories;

(F) practice etiquette, food presentation, and table service appropriate for specific situations; and

(G) apply food-storage principles.

(7) The student demonstrates effective work habits. The student is expected to:

(A) participate as an effective team member by demonstrating cooperation and responsibility;

(B) apply effective practices for managing time and energy to complete tasks on time;

(C) practice problem solving using leadership and teamwork skills; and

(D) use presentation skills to communicate and apply knowledge about careers in consumer services.

(8) The student investigates careers in nutrition. The student is expected to:

(A) compare and contrast education or training needed for careers in nutrition;

(B) establish personal short- and long-term career goals;

(C) analyze entrepreneurial opportunities in nutrition; and

(D) apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health.

Source: The provisions of this §130.274 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.275. Interpersonal Studies (One-Half Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training. Students shall be awarded one-half credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(C) examine the importance of time management to succeed in the workforce;

(D) identify work ethics and professionalism in a job setting; and

(E) use problem-solving and critical-thinking skills.

(2) The student evaluates factors related to personal development. The student is expected to:

(A) investigate factors that affect personal identity, personality, and self-esteem;

(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and

(C) propose strategies that promote physical, emotional, intellectual, and social development.

(3) The student determines short- and long-term implications of personal decisions. The student is expected to:

(A) summarize the decision-making process;

(B) discuss consequences and responsibilities of decisions; and

(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.

(4) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:

(A) analyze adjustments related to achieving independence; and

(B) explore responsibilities of living as an independent adult.

(5) The student analyzes the family's role in relationship development. The student is expected to:

(A) examine the development of relationships;

(B) investigate the family's role in fostering the abilities of its members to develop healthy relationships; and

(C) analyze effects of cultural patterns on family relationships.

(6) The student analyzes relationship development outside the family. The student is expected to:

(A) explore ways to promote positive friendships;

(B) assess the influence of peers on the individual;

(C) determine appropriate responses to authority figures; and

(D) propose ways to promote an appreciation of diversity.

(7) The student determines factors related to marital success. The student is expected to:

(A) discuss reasons for dating and the impact of social media on dating;

(B) analyze components of a successful marriage; and

(C) examine communication skills and behaviors that strengthen marriage.

(8) The student determines methods that promote an effective family unit. The student is expected to:

(A) describe diverse family structures;

(B) identify the function of individuals within the family;

(C) compare functions of families in various cultures;

(D) predict the effects of societal, demographic, and economic trends on individuals and the family;

(E) determine procedures for meeting individual and family needs through resource management;

(F) explain how technology such as social media influences family functions and relationships; and

(G) determine the impact of effective family functioning on community and society.

(9) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:

(A) describe the stages of the family life cycle;

(B) examine roles and responsibilities of individuals and family members throughout the family life cycle;

(C) analyze financial considerations related to the family life cycle;

(D) predict the impact of technological advances on families throughout the family life cycle; and

(E) formulate a plan for effective management of technology on families throughout the family life cycle.

(10) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:

(A) categorize types of crises and their effect on individuals and families;

(B) determine strategies for prevention and management of individual and family problems and crises;

(C) identify resources and support systems that provide assistance to families in crisis;

(D) assess management strategies and technology available to meet special needs of family members; and

(E) summarize laws and public policies related to the family.

(11) The student determines stress-management techniques effective for individuals and families. The student is expected to:

(A) describe the impact of stress on individuals and relationships;

(B) identify factors contributing to stress;

(C) practice creative techniques for managing stress; and

(D) implement positive strategies for dealing with change.

(12) The student determines opportunities and preparation requirements for his or her chosen careers. The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in his or her chosen field;

(B) determine how interests, abilities, and personal priorities affect career choice; and

(C) propose short- and long-term career goals.

(13) The student develops professional skills and behavior. The student is expected to:

(A) practice effective verbal, nonverbal, written, and electronic communication skills;

(B) analyze the influence of cultural background on patterns of communication;

(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;

(D) determine ethical practices in the workplace; and

(E) use leadership and team member skills in problem-solving situations.

(14) The student analyzes management practices to help an individual assume multiple family, community, and wage-earner roles. The student is expected to:

(A) determine the impact of career choice on family life;

(B) describe the effect of family life on workplace productivity;

(C) determine employment practices and trends that support families; and

(D) explain how technology impacts career options and family roles.

Source: The provisions of this §130.275 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.276. Counseling and Mental Health (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Principles of Human Services. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards or employability skills as required by business and industry. The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(C) examine the importance of time management to succeed in the workforce;

(D) identify work ethics and professionalism in a job setting; and

(E) develop problem-solving and critical-thinking skills.

(2) The student applies mathematics, science, English language arts, and social studies in human services. The student is expected to:

(A) evaluate the use of verbal and nonverbal language in a variety of mental health situations;

(B) explain the nervous system of the human body;

(C) identify societal perspectives related to mental health;

(D) explain the physiological effects of stress and aging;

(E) distinguish the psychological aspects of health and wellness across the life span;

(F) identify socioeconomic factors that influence mental health and care;

(G) compare social services such as drug dependency rehabilitation centers; and

(H) differentiate maladaptive conditions such as paranoia, schizophrenia, and aggression.

(3) The student demonstrates verbal and nonverbal communication skills. The student is expected to:

(A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual;

(B) demonstrate listening skills and techniques to minimize communication barriers; and

(C) implement communication skills that are responsive rather than reactive.

(4) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:

(A) identify career opportunities related to mental health;

(B) research the role of the multidisciplinary team;

(C) justify the consequences of decisions;

(D) demonstrate techniques of peer mediation, problem solving, and negotiation;

(E) interpret, transcribe, and communicate mental health vocabulary; and

(F) investigate treatment options.

(5) The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:

(A) display ethical practices and the principles of confidentiality;

(B) research and describe legal aspects and issues of malpractice, negligence, and liability;

(C) examine a designated scope of practice of professionals;

(D) recognize client rights and choices and circumstances that alter client rights;

(E) dramatize case studies related to client rights and choices;

(F) review legislation that affects standards of client care; and

(G) describe regulatory agencies such as the Department of State Health Services and Department of Aging and Disability Services.

(6) The student maintains a safe environment to prevent hazardous situations. The student is expected to:

(A) recognize abusive situations;

(B) anticipate and adapt to changing situations;

(C) demonstrate appropriate actions in emergency situations; and

(D) practice personal and client safety.

(7) The student analyzes the technology related to information services. The student is expected to:

(A) review the processes for collection and dissemination of health care data;

(B) classify equipment used in the delivery of mental health services; and

(C) employ technology consistent with the student's level of training.

Source: The provisions of this §130.276 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.279. Family and Community Services (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(C) examine the importance of time management to succeed in the workforce;

(D) identify work ethics/professionalism in a job setting; and

(E) develop problem-solving and critical-thinking skills.

(2) The student explores careers in family and community services. The student is expected to:

(A) research family and community services such as agencies, organizations, and faith-based services;

(B) investigate career options available that focus on families and communities;

(C) analyze demographics that may affect community needs;

(D) analyze future trends in family and community services; and

(E) analyze the role socialization plays in human development and behavior.

(3) The student demonstrates organizational and leadership skills in a community service environment. The student is expected to:

(A) demonstrate management practices to help an individual assume multiple family, community, and wage-earner roles;

(B) identify personal leadership characteristics;

(C) develop a plan for enhancing personal leadership characteristics;

(D) demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;

(E) identify and apply effective strategies and skills necessary for collaborative relationships with others in community service settings;

(F) plan and deliver family and community services presentations; and

(G) practice leadership skills such as participation in career and technical student organizations.

(4) The student develops and implements community and service-learning activities. The student is expected to:

(A) identify service projects that benefit a community;

(B) integrate student interests, abilities, and skills into community and service-learning projects;

(C) plan, develop, implement, and evaluate community and service-learning activities that benefit individuals, families, or the community;

(D) demonstrate safety practices when participating in community service and service-learning activities;

(E) document personal development through participation in community and service-learning activities;

(F) demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities;

(G) demonstrate ethical practices when participating in community service and service-learning activities; and

(H) design a public relations campaign promoting community and service-learning activities.

Source: The provisions of this §130.279 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.280. Practicum in Human Services (Two Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

(4) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) apply interpersonal communication skills in business and industry settings;

(B) explain and recognize the value of collaboration within the workplace;

(C) examine the importance of time management to succeed in the workforce;

(D) identify work ethics/professionalism in a job setting; and

(E) develop problem-solving and critical-thinking skills.

(2) The student analyzes career paths within the human services industries. The student is expected to:

(A) review careers within the Human Services Career Cluster;

(B) complete a resume;

(C) create, maintain, and present an employment portfolio with content such as licensures or certifications, samples of work, and evaluation from a supervisor for use during practicum experience in human services careers;

(D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences;

(E) analyze the effects of the human services industry on local, state, national, and global economies; and

(F) analyze the role of professional organizations in human-services professions.

(3) The student uses oral and written communication skills and solves problems using critical-thinking skills. The student is expected to:

(A) practice effective verbal, nonverbal, written, and electronic communication skills;

(B) use effective communication skills such as ability to empathize, motivate, listen attentively, and speak courteously and respectfully when working with clients;

(C) apply appropriate customer service techniques to complete transactions;

(D) investigate client resources and risk tolerance levels such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client; and

(E) consult with supervisor when needed to expedite solutions to client problems.

(4) The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:

(A) evaluate numerical information and perform complex calculations accurately;

(B) use appropriate electronic resources to access current information;

(C) use word-processing, database, spreadsheet, or presentation software to accurately prepare needed documents; and

(D) discuss and practice appropriate workplace communication etiquette.

(5) The student identifies how organizational systems affect performance and the quality of products and services. The student is expected to:

(A) examine global factors that affect the performance and quality of products and services in the industry;

(B) apply principles of planning, design, development, and evaluation to accomplish long-range goals; and

(C) implement quality-control systems and practices that ensure quality products and services.

(6) The student determines a healthy environment that inspires client confidence in services provided. The student is expected to:

(A) identify appropriate locations to safely offer human services;

(B) examine a functional work environment, equipment needs, and required utilities for offering human services;

(C) describe elements of a non-threatening workplace environment;

(D) identify appropriate social skills necessary for interacting with a diverse population;

(E) discuss and employ procedures necessary to provide emergency aid for workplace accidents; and

(F) explore components of a disaster and emergency response plan and use when directed.

(7) The student uses leadership and teamwork skills in collaborating with others. The student is expected to:

(A) collaborate with others to accomplish organizational goals and objectives;

(B) establish and maintain working relationships with all levels of personnel; and

(C) propose organizational priorities to ensure quality.

(8) The student describes and observes ethical and legal responsibilities associated with providing human services. The student is expected to:

(A) investigate situations requiring client advocacy and advocate when necessary;

(B) describe and practice ethical behaviors when working with human services clients; and

(C) comply with laws and regulations related to retail, governmental, or private services.

(9) The student selects and uses appropriate business procedures and equipment to produce satisfying client outcomes and business success. The student is expected to:

(A) manage funds using appropriate technology;

(B) place orders for customers and supplies using sound business practices;

(C) respond to client questions appropriately; and

(D) advise clients using appropriate and relevant information.

Source: The provisions of this §130.280 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.281. Principles of Cosmetology Design and Color Theory (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 9 and 10. Recommended prerequisite: Principles of Human Services. Students may begin to earn Texas Department of Licensing and Regulation (TDLR) hours toward a Cosmetology Operator License. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site;

(B) employ the ability to be trustworthy by complying with an ethical course of action;

(C) comply with all applicable rules, laws, and regulations;

(D) use conflict-management skills to avoid potential or perceived conflict;

(E) investigate employment opportunities, including entrepreneurship;

(F) evaluate data or outcome of a broad range of personal care services;

(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers;

(H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner;

(I) exercise personal ownership over the quantity and quality of individual performance and team assignments; and

(J) employ leadership skills within a classroom or community setting to maintain positive relationships.

(2) The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:

(A) recognize elements of hair design such as line, form, space, texture, and color;

(B) investigate and identify lines that create width and length;

(C) explain the position of diagonal and curved lines to emphasize or minimize facial features;

(D) identify different facial shapes and their importance to hair design;

(E) explore the significance and function of parallel lines in hair design;

(F) judge the relevance of contrasting and transitional lines in hair design;

(G) explain the importance of knowledge of color theory as it applies to the cosmetology field;

(H) document the scope of client services affected by basic color theory such as artificial hair color services, facial makeup application, eyebrow color, and eyelash tint services;

(I) explain the theories of color illusion such as light and dark colors and tones that may create an illusion of more or less volume in the hair design;

(J) justify the selection of color process as it pertains to skin tone and eye color;

(K) create a logical structure for color; and

(L) make use of primary, secondary, and tertiary colors as they relate to the field of cosmetology.

(3) The student demonstrates knowledge of the rules and regulations established by the TDLR. The student is expected to:

(A) apply health and safety policies and procedures;

(B) recognize risks and potentially hazardous situations in compliance with the TDLR;

(C) navigate the TDLR website for exam eligibility, exam results, and student hours; and

(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.

(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in color theory and elements of design in cosmetology. The student is expected to:

(A) create a digital portfolio of design elements that are relevant to the cosmetology field;

(B) use ergonomically designed equipment to promote professional efficiency;

(C) use available technology sources effective in a professional salon setting; and

(D) apply universal precautions in disposal of hazardous materials.

(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:

(A) apply client consultation skills to guide individuals in recognizing concerns and making informed decisions;

(B) document client satisfaction with procedures and products to facilitate ease of consultation in future appointments;

(C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations;

(D) demonstrate understanding and proficiency working with complementary colors;

(E) execute application procedure of artificial hair color such as virgin tint to darken, bleach retouch, virgin tint to lighten, and dimensional color services such as cap highlighting, foil highlighting, and low-lighting;

(F) explore the use of different types of hair colors such as demi-permanent color, permanent color, semi-permanent color, temporary color, toners, and fillers;

(G) make use of products designed to increase the vibrancy of a color formula or to neutralize unwanted tones such as concentrates, intensifiers, pigments, or drabbers; and

(H) use natural products to color the hair such as henna or vegetable dyes.

(6) The student analyzes career paths within the cosmetology industry. The student is expected to:

(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele;

(B) formulate a salon service menu based upon current industry trends;

(C) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;

(D) create an employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and

(E) analyze the role of professional organizations in cosmetology professions.

Source: The provisions of this §130.281 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.282. Introduction to Cosmetology (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grade 10. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site;

(B) employ the ability to be trustworthy by complying with an ethical course of action;

(C) comply with all applicable rules, laws, and regulations;

(D) use conflict-management skills to avoid potential or perceived conflict;

(E) identify employment opportunities, including entrepreneurship;

(F) evaluate data or outcome of a broad range of personal care services; and

(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers.

(2) The student applies academic skills to the field of cosmetology. The student is expected to:

(A) appraise safe and effective personal care products and services;

(B) model leadership skills within a classroom or community setting to maintain positive relationships;

(C) recognize the importance of a thorough client consultation;

(D) investigate the principles and practices of infection control such as bacterial disorders, classification of pathogens, and diseases and/or viruses; and

(E) explore the chemistry of materials as they relate to the eyelash extension application service.

(3) The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:

(A) implement policies and procedures regarding health and safety;

(B) recognize risks and potentially hazardous situations in compliance with the TDLR;

(C) navigate the TDLR website for exam eligibility, exam results, and student hours; and

(D) identify licensure and renewal requirements.

(4) The student identifies and describes the function of tools, equipment, and technologies used in cosmetology. The student is expected to:

(A) explore safe use of tools to enhance client services;

(B) describe ergonomically correct use of equipment to promote professional efficiency; and

(C) summarize available technology sources that could be used in a professional salon setting.

(5) The student develops professional skills needed to make appropriate career plans. The student is expected to:

(A) define what is expected of an employee such as ethical conduct, team building skills, principles of selling, and building a clientele;

(B) examine personal conduct in the salon to comply with professional liability;

(C) research the elements of successful salon operations such as recordkeeping, inventory, and business plan development;

(D) distinguish different types of salon categories such as commission based, hourly, and independent contractor; and

(E) prepare an employment portfolio that may include professional resume and evidence of accomplishments.

Source: The provisions of this §130.282 adopted to be effective August 28, 2017, 40 TexReg 6601.

§130.283. Cosmetology I (Two Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 10 and 11. Recommended prerequisite: Introduction to Cosmetology. Recommended corequisite: Cosmetology I Lab. Students shall be awarded two credits for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site;

(B) employ the ability to be trustworthy by complying with an ethical course of action;

(C) comply with all applicable rules, laws, and regulations;

(D) use conflict-management skills to avoid potential or perceived conflict;

(E) investigate employment opportunities, including entrepreneurship;

(F) evaluate data or outcome of a broad range of personal care services;

(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers;

(H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner;

(I) exercise personal ownership over the quantity and quality of individual performance and team assignment;

(J) employ leadership skills within a classroom or community setting to maintain positive relationships; and

(K) demonstrate knowledge of practical skills such as manicure, pedicure, or hairstyling.

(2) The student applies academic skills to the field of cosmetology. The student is expected to:

(A) explain the importance of anatomy and physiology to the cosmetology profession;

(B) identify body tissue, body systems, and their functions;

(C) explain the structure, composition, and growth of skin, nails, and hair;

(D) apply the principles of organic and inorganic chemistry;

(E) classify solutions, suspensions, and emulsions that may be used during cosmetology services;

(F) apply an understanding of pH and the pH scale to cosmetology services;

(G) explain the principles and practices of infection control, including bacterial disorders and diseases and viruses; and

(H) explore the nature of electricity by defining types of electric current and the electric modalities used in cosmetology.

(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:

(A) apply health and safety policies and procedures;

(B) recognize risks and potentially hazardous situations in compliance with the TDLR;

(C) navigate the TDLR website for exam eligibility, exam results, and student hours; and

(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.

(4) The student demonstrates an understanding in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:

(A) employ safe and effective use of tools to enhance client services;

(B) use ergonomically designed equipment to promote professional efficiency;

(C) use available technology sources effective in a professional salon setting; and

(D) apply universal precautions in disposal of hazardous materials.

(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:

(A) apply client consultation skills to guide individuals in recognizing concerns and making informed decisions;

(B) document client satisfaction, procedures, and products to facilitate ease of consultation in future appointments;

(C) locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations;

(D) demonstrate understanding and proficiency of basic haircuts such as zero degree, forty-five degree, ninety degree, and one hundred eighty degree;

(E) perform basic manicure, facial, and mock chemical service application as required for the state practical exam; and

(F) execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam.

Source: The provisions of this §130.283 adopted to be effective August 28, 2017, 40 TexReg 6601; amended to be effective August 27, 2018, 43 TexReg 1852.

§130.284. Cosmetology II (Two Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Cosmetology I. Recommended corequisite: Cosmetology II Lab. Students shall be awarded two credits for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies and materials; and practical skills.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct oneself in a manner appropriate for the profession and work site;

(B) employ the ability to be trustworthy by complying with an ethical course of action;

(C) comply with all applicable rules, laws, and regulations;

(D) use conflict-management skills to avoid potential or perceived conflict;

(E) investigate employment opportunities, including entrepreneurship;

(F) evaluate data or outcome of a broad range of personal care services;

(G) demonstrate effective oral and written communication skills with diverse individuals, including coworkers, management, and customers;

(H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completing work-related activities in a timely manner;

(I) exercise personal ownership over the quantity and quality of individual performance and team assignment;

(J) employ leadership skills within a classroom or community setting to maintain positive relationships; and

(K) demonstrate knowledge of practical skills such as manicure, pedicure, or hairstyling.

(2) The student applies academic skills to the field of cosmetology. The student is expected to:

(A) defend the importance of anatomy and physiology to the cosmetology profession;

(B) summarize the structure, composition, and growth of skin, nails, and hair;

(C) test the principles of organic and inorganic chemistry;

(D) evaluate solutions, suspensions, and emulsions that may be used during cosmetology services such as shampoos, conditioners, and nail care products;

(E) select chemical services to maintain a normal pH of hair and skin;

(F) describe the chemistry and main ingredients of nail enhancements such as polymer powder, monomer liquid, and ultraviolet (UV) gels and how they work;

(G) explain how to prepare the hair for application and removal of extensions such as human or artificial hair; and

(H) formulate a salon infection control plan to maintain health and safety of employees and clients.

(3) The student demonstrates knowledge of rules and regulations established by the TDLR. The student is expected to:

(A) apply health and safety policies and procedures;

(B) recognize risks, including potentially hazardous situations, in compliance with the TDLR;

(C) navigate the TDLR website for exam eligibility, exam results, and student hours; and

(D) identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.

(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:

(A) employ safe and effective use of tools to enhance client services;

(B) use ergonomically designed equipment to promote professional efficiency;

(C) use available technology sources effectively in a professional salon setting;

(D) apply universal precautions in disposal of hazardous and non-hazardous materials; and

(E) formulate client services based on the correct quality and quantity of materials.

(5) The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:

(A) appraise client desires to assist with formulation of personal care services;

(B) judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions;

(C) use vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;

(D) demonstrate mastery of basic haircuts such as zero degree, forty-five degree, ninety degree, one hundred eighty degree, and men's clipper cut;

(E) display proficiency of a manicure, facial, and mock chemical service application as required for the state practical exam; and

(F) master the technique of shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam.

(6) The student analyzes career paths within the cosmetology industry. The student is expected to:

(A) explore marketing techniques when selecting and using multimedia to attract and retain clientele;

(B) formulate a salon service menu based upon current industry trends;

(C) consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;

(D) create an employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and

(E) analyze the role of professional organizations in cosmetology professions.

Source: The provisions of this §130.284 adopted to be effective August 28, 2017, 40 TexReg 6601; amended to be effective August 27, 2018, 43 TexReg 1852.

§130.285. Extended Practicum in Human Services (One Credit), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Human Services Career Cluster. Corequisite: Practicum in Human Services. This course must be taken concurrently with Practicum in Human Services and may not be taken as a stand-alone course. Students shall be awarded one credit for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Extended Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Extended Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster.

(4) Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) participate in a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to human services;

(B) participate in training, education, or preparation for licensure, certification, or other relevant credentials to prepare for employment;

(C) demonstrate professional standards and personal qualities needed to be employable such as self-discipline, positive attitude, integrity, leadership, appreciation for diversity, customer service, work ethic, and adaptability with increased fluency;

(D) demonstrate use of personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for relevant projects with increased fluency;

(E) employ teamwork and conflict-management skills with increased fluency to achieve collective goals; and

(F) employ planning and time-management skills and tools with increased fluency to enhance results and complete work tasks.

(2) The student applies professional communications strategies. The student is expected to:

(A) demonstrate verbal and non-verbal communication consistently in a clear, concise, and effective manner;

(B) present information formally and informally in an effective manner;

(C) analyze, interpret, and effectively communicate information;

(D) apply active listening skills to obtain and clarify information; and

(E) exhibit public relations skills to maintain internal and external customer/client satisfaction.

(3) The student implements advanced problem-solving methods. The student is expected to employ critical-thinking skills with increased fluency both independently and in groups to solve problems and make decisions.

(4) The student understands and applies proper safety techniques in the workplace. The student is expected to:

(A) demonstrate an understanding of and consistently follow workplace safety rules and regulations;

(B) identify appropriate locations to safely offer human services;

(C) employ procedures necessary to provide emergency aid for workplace accidents; and

(D) demonstrate an understanding of components of a disaster and emergency response plan and use when directed.

(5) The student understands the professional, ethical, and legal responsibilities in human services. The student is expected to:

(A) demonstrate a positive, productive work ethic by performing assigned tasks as directed;

(B) describe and practice ethical and legal responsibilities associated with providing human services;

(C) show integrity by choosing the ethical course of action when making decisions;

(D) address situations requiring client advocacy appropriately and advocate when necessary; and

(E) comply with all applicable rules, laws, and regulations in a consistent manner.

(6) The student participates in a supervised human services experience. The student is expected to:

(A) conduct, document, and evaluate learning activities in a supervised human services experience;

(B) implement quality-control systems and practices that ensure quality products and services with increased fluency;

(C) identify a functional work environment, equipment needs, and required utilities for offering human services;

(D) employ appropriate social skills necessary for interacting with a diverse population; and

(E) collect representative work samples.

Source: The provisions of this §130.285 adopted to be effective August 28, 2017, 41 TexReg 614.

§130.286. Cosmetology I Lab (One Credit), Adopted 2018.

(a) General requirements. This course is recommended for students in Grades 10 and 11. Recommended prerequisite: Introduction to Cosmetology. This course must be taken concurrently with Cosmetology I and may not be taken as a stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology I to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as early childhood development and services, counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Cosmetology I Lab provides instruction and content directly aligned to the licensure requirements as established by the Texas Department of Licensing and Regulation (TDLR).

(4) Careers in cosmetology include all aspects of sterilization and sanitation procedures and personal care services, including hair care, nail care, and skin care. Students will be expected to develop an understanding of the technical knowledge and skills needed for success in the personal care services industry.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate professionalism in selecting appropriate attire for the profession and work site;

(B) demonstrate effective oral and written communication with diverse individuals, including coworkers, management, and clients;

(C) demonstrate personal ownership over the quality of individual performance;

(D) explore employment opportunities, including entrepreneurship; and

(E) create appropriate document information for employment such as a resume.

(2) The student demonstrates knowledge of rules and regulations related to sanitation, disinfection, and health and safety as established by TDLR. The student is expected to:

(A) apply knowledge of health and safety policies and procedures in a work setting in compliance with TDLR requirements;

(B) demonstrate cleaning and disinfecting of the work environment, including implements and equipment;

(C) demonstrate techniques to avoid risks and potentially hazardous situations in compliance with TDLR requirements; and

(D) demonstrate industry best practices when disposing of hazardous materials in compliance with TDLR requirements.

(3) The student demonstrates knowledge of appropriate use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:

(A) demonstrate safe and effective use of tools to enhance client services;

(B) practice and promote professional efficiency by using ergonomically designed equipment; and

(C) critique, select, and operate effective technology resources in a professional salon as available.

(4) The student applies the practical management skills in simulated and actual work situations. The student is expected to:

(A) apply client consultation skills to guide individuals in recognizing concerns and making future appointments;

(B) select and implement a client management system appropriate for a professional work situation; and

(C) document client satisfaction, procedures, and products to facilitate ease of consultation in future appointments.

(5) The student demonstrates proficiency in executing basic cosmetology services as required for the state practical examination. The student is expected to:

(A) demonstrate proficiency of basic haircuts such as zero degree, forty-five degree, ninety degree, and one hundred eighty degree;

(B) demonstrate basic manicure skills and techniques;

(C) demonstrate basic facial service skills and techniques;

(D) demonstrate basic chemical service applications;

(E) demonstrate basic shampooing techniques;

(F) demonstrate basic permanent waving techniques;

(G) demonstrate basic curling techniques;

(H) demonstrate basic blow drying techniques; and

(I) demonstrate basic thermal styling techniques.

Source: The provisions of this §130.286 adopted to be effective August 27, 2018, 43 TexReg 1852.

§130.287. Cosmetology II Lab (One Credit), Adopted 2018.

(a) General requirements. This course is recommended for students in Grades 11 and12. Prerequisite: Cosmetology I. This course must be taken concurrently with Cosmetology II and may not be taken as a

stand-alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology II to allow students sufficient time to master the content of both courses. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as early childhood development and services, counseling and mental health services, family and community services, personal care services, and consumer services.

(3) Cosmetology II Lab provides instruction and content directly aligned to the licensure requirements as established by the Texas Department of Licensing and Regulation (TDLR).

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) demonstrate professionalism in selecting appropriate attire for the profession and work site;

(B) demonstrate professionalism by practicing the use of effective oral and written communication with diverse individuals, including coworkers, management, and clients;

(C) demonstrate personal ownership over the quality of individual performance;

(D) explore employment opportunities, including entrepreneurship; and

(E) collect and compile mastery-level work samples and evaluations to be included in an employment portfolio as appropriate.

(2) The student demonstrates knowledge of rules and regulations related to sanitation, disinfection, and health and safety as established by TDLR. The student is expected to:

(A) apply knowledge of health and safety policies and procedures in a work setting in compliance with TDLR requirements;

(B) demonstrate cleaning and disinfecting of the work environment, including implements and equipment;

(C) demonstrate techniques to avoid risks and potentially hazardous situations in compliance with TDLR requirements; and

(D) demonstrate industry best practices when disposing hazardous materials in compliance with TDLR requirements.

(3) The students demonstrates mastery in the use of tools, equipment, technologies, and materials used in cosmetology. The student is expected to:

(A) apply with increased fluency proficient, safe, and effective use of tools in a simulated or actual work setting to enhance client services;

(B) demonstrate with increased fluency professional efficiency by using ergonomically designed equipment; and

(C) demonstrate with increased fluency effective integration of technology sources in a professional salon as available.

(4) The student executes proficient managerial and practical skills in diverse work and professional situations with minimal direction. The student is expected to:

(A) resolve client concerns with little to no guidance by using appropriate consultation skills;

(B) practice consultation skills to guide individuals in selecting future appointments and services;

(C) assess and document client satisfaction in a simulated and actual work situation;

(D) assess and document client products to inform future client consultations; and

(E) operate a client management system in diverse work and professional situations.

(5) The student performs cosmetology services with increased fluency as required for the state practical examination in a simulated and/or work setting with minimal guidance. The student is expected to:

(A) demonstrate mastery-level haircut skills and techniques;

(B) demonstrate mastery-level manicure skills and techniques;

(C) demonstrate mastery-level facial skills and techniques;

(D) demonstrate mastery-level knowledge of chemical applications;

(E) demonstrate mastery-level shampooing techniques;

(F) demonstrate mastery-level permanent waving techniques;

(G) perform curling services while demonstrating mastery-level curling techniques;

(H) perform blow drying services while demonstrating mastery-level blow drying techniques; and

(I) perform thermal styling services while demonstrating mastery-level thermal styling techniques.

Source: The provisions of this §130.287 adopted to be effective August 27, 2018, 43 TexReg 1852.