

DRAFT Proposed Revisions  
 Texas Essential Knowledge and Skills  
 Career and Technical Education (CTE)—Human Services

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Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, November 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Human Services Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

- CRS**—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)
- MV**—multiple viewpoints from within the committee
- VA**—information added, changed, or deleted to increase vertical alignment

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§130.243. Dollars and Sense (One-Half <del>to One</del> Credit).		
TEKS with edits		Committee Comments
(a)	<p><b>General requirements.</b> This course is recommended for students in Grades <del>10</del>11-12. Recommended-Prerequisite: Principles of Human Services. <u>In accordance with §TADC code §74.26(6) a course may be considered completed and credit awarded if a student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course.</u></p>	Change Grades to 11-12.
(b)	<p><b>Introduction.</b> <del>Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers. Students are encouraged to participate in career and technical student organizations and other leadership organizations.</del></p>	
(1)	<p><u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u></p>	
(2)	<p><u>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, and consumer services.</u></p>	
(3)	<p><u>Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.</u></p>	
(4)	<p><u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u></p>	
(5)	<p><u>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.</u></p>	
(c)	<p><b>Knowledge and skills.</b></p>	
(1)	<p><u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u></p>	
(A)	<p><u>apply interpersonal communication skills in business and industry settings;</u></p>	
(B)	<p><u>explain and recognize the value of collaboration within the workplace;</u></p>	
(C)	<p><u>examine the importance of time management to succeed in the workforce;</u></p>	
(D)	<p><u>identify work ethics/professionalism in a job-setting; and</u></p>	
(E)	<p><u>develop problem-solving and critical thinking skills.</u></p>	

(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 foods, 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 budgeting, expense records, and maintaining 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, <u>credit unions and virtual banks</u> accounts available to consumers and the benefits of maintaining a <del>bank</del> <u>financial</u> accounts;	State as: compare types of bank accounts to include virtual, credit unions
(H)	demonstrate the ability to <del>balance a check book</del> ; <u>maintain financial records</u> ;	
(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 government 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)	<u>The student identifies skills and attributes necessary for sustaining chosen lifestyle. The student is expected to:</u>	Added TEK to cover career research.
(A)	<u>evaluate and compare employment options including salaries and benefits;</u>	
(B)	<u>compare rewards and demands for various levels of employment in a variety of careers;</u>	
(C)	<u>determine how interests, abilities, personal priorities, and family responsibilities affect career choices;</u>	
(D)	<u>determine continuing education opportunities that enhance career advancement and promote lifelong learning; and</u>	
(E)	<u>use presentation skills to communicate and apply knowledge of careers in consumer services.</u>	
(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;	

<u>(B)</u>	analyze opportunities for employment and entrepreneurial endeavors;	
<u>(C)</u>	summarize education and training requirements for consumer services careers; and	
<u>(D)</u>	investigate professional organizations for consumer services.	

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<b>§130.244. Interpersonal Studies (One-Half to One Credit).</b>		
	TEKS with edits	Committee Comments
(a)	<p><b>General requirements.</b> This course is recommended for students in Grades <del>10</del>-12. Recommended-prerequisite: Principles of Human Services, <u>Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training.</u></p> <p><u>In accordance with §TADC code §74.26(6) a course may be considered completed and credit awarded if a student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course.</u></p>	
(b)	<b>Introduction.</b>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	This course 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)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply interpersonal communication skills in business and industry settings;</u>	
(B)	<u>explain and recognize the value of collaboration within the workplace;</u>	
(C)	<u>examine the importance of time management to succeed in the workforce;</u>	
(D)	<u>identify work ethics and professionalism in a job-setting; and</u>	

(E)	<u>utilize problem-solving and critical thinking skills.</u>	
(2)	<u>The student evaluates factors related to personal development. The student is expected to:</u>	
(A)	<u>investigate factors that affect personal identity, personality, and self-esteem;</u>	
(B)	<u>analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and</u>	
(C)	<u>propose strategies that promote physical, emotional, intellectual, and social development.</u>	
(3)	The student determines short-term 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 <del>functions and roles</del> <u>reasons for</u> <del>of</del> <u>dating and the impact of social media;</u>	

(B)	analyze components of a successful marriage; and	
(C)	examine communication skills and behaviors that strengthen marriage.	
<u>(8)</u>	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 <u>such as social media</u> influences family functions and relationships; and	
(G)	determine the impact of effective family functioning on community and society.	
<u>(9)</u>	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 <u>effects impact</u> 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.	
<u>(10)</u>	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 <u>for his or her chosen</u> careers <del>in counseling and mental health services</del> . The student is expected to:	
(A)	determine employment and entrepreneurial opportunities and preparation requirements for careers in the <u>his or her chosen</u> field <del>of counseling and mental health services</del> ;	
(B)	determine how interests, abilities, and personal priorities affect career choice; and	
(C)	propose short-term and long-term career goals.	
(13)	The student exhibits employability skills. 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 facilitating individuals assuming 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.	

**§130.245. Lifetime Nutrition and Wellness (One-Half ~~to One~~ Credit).**

TEKS with edits		Committee Comments
(a)	<p><b>General requirements.</b> This course is recommended for students in Grades <del>10</del> 9-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, <u>or</u> Principles of Health Science. <del>or Principles of Education and Training.</del></p> <p><u>Recommended Prerequisite: Principles of Human Services. In accordance with §TADC code §74.26(6) a course may be considered completed and credit awarded if a student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course.</u></p>	Eliminate Principles of Education and Training.
(b)	<b>Introduction.</b>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	This laboratory course 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)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply interpersonal communication skills in business and industry settings;</u>	
(B)	<u>explain and recognize the value of collaboration within the workplace;</u>	
(C)	<u>examine the importance of time management to succeed in the workforce;</u>	
(D)	<u>identify work ethics and professionalism in a job-setting; and</u>	
(E)	<u>develop problem-solving and critical thinking skills.</u>	

<u>(2)</u>	The student understands the role of nutrients in the body. The student is expected to:	
<u>(A)</u>	classify nutrients, their functions, and food sources and compare the nutritive value of various foods;	
<u>(B)</u>	assess the effects of nutritional intake on health, appearance, effective job performance, and personal life;	
<u>(C)</u>	analyze and apply various dietary guidelines throughout the life cycle, including pregnancy, infancy, childhood, and late adulthood; and	
<u>(D)</u>	compare personal food intake to recommended dietary guidelines.	
<u>(3)</u>	The student understands the principles of digestion and metabolism. The student is expected to:	
<u>(A)</u>	describe the processes of digestion and metabolism;	
<u>(B)</u>	calculate and explain basal and activity metabolisms and factors that affect each;	
<u>(C)</u>	apply knowledge of digestion and metabolism when making decisions related to food intake and physical fitness;	
<u>(D)</u>	locate community resources that promote physical activity and fitness; and	
<u>(E)</u>	explain the relationship of activity levels and caloric intake to health and wellness, including weight management.	
<u>(4)</u>	The student demonstrates knowledge of nutritionally balanced diets. The student is expected to:	
<u>(A)</u>	research the long-term effects of food choices;	
<u>(B)</u>	outline strategies for prevention, treatment, and management of diet-related diseases such as diabetes, hypertension, childhood obesity, anorexia, and bulimia;	
<u>(C)</u>	determine the effects of food allergies and intolerances on individual and family health;	
<u>(D)</u>	plan diets based on life cycle, activity level, nutritional needs, portion control, and food budget;	
<u>(E)</u>	develop examples of therapeutic diets;	
<u>(F)</u>	analyze advertising claims and fad diets with the recommendations of the Recommended Dietary Allowances;	
<u>(G)</u>	analyze current lifestyle habits that may increase health risks;	
<u>(H)</u>	identify community programs that provide nutrition and wellness services;	
<u>(I)</u>	examine the nutritional value of fast foods and convenience foods;	

(J)	read and interpret food labels;	
(K)	examine and explain nutritional serving sizes; <del>and</del>	
(L)	<u>compare organic and green food choices; and</u>	
(M)	<u>determine sustainable food choices and their impact on society.</u>	
(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 demonstrating cooperation and responsibility;	
(B)	apply effective practices for managing time and energy to complete tasks on time; <del>and</del>	
(C)	practice problem solving using leadership and teamwork skills; <u>and</u>	
(D)	<u>use presentation skills to communicate and apply knowledge in careers and consumer services.</u>	
(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-term and long-term career goals; <del>and</del>	

<u>(C)</u>	analyze entrepreneurial opportunities in nutrition ; <u>and</u>	
<u>(D)</u>	<u>apply a problem-solving approach to a business challenge or opportunity to improve sustainability efforts while maintaining or increasing profits and/or organizational health.</u>	

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### 30.246. Counseling and Mental Health (One to Two Credits).

TEKS with edits		Committee Comments
(a)	<p><b>General requirements.</b> This course is recommended for students in Grades <del>10</del>11-12. Prerequisite: Principles of Human Services. <u>In accordance with §TADC code §74.26(6) a course may be considered completed and credit awarded if a student has demonstrated achievement by meeting the standard requirements of the course, including demonstrated proficiency in the subject matter, regardless of the time the student has received instruction in the course.</u></p>	
(b)	<p><del><b>Introduction.</b> 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. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership organizations.</del></p>	
(1)	<p><u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u></p>	
(2)	<p><u>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, and consumer services.</u></p>	
(3)	<p><u>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.</u></p>	
(4)	<p><u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u></p>	
(5)	<p><u>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.</u></p>	
(c)	<p><b>Knowledge and skills.</b></p>	
(1)	<p><u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u></p>	
(A)	<p><u>apply interpersonal communication skills in business and industry settings;</u></p>	
(B)	<p><u>explain and recognize the value of collaboration within the workplace;</u></p>	
(C)	<p><u>examine the importance of time management to succeed in the workforce;</u></p>	
(D)	<p><u>identify work ethics and professionalism in a job-setting; and</u></p>	

(E)	<u>develop problem-solving and critical thinking skills.</u>	
(2)	The student applies mathematics, science, English language arts, and social studies in health science. 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 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.	
<u>(6)</u>	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.	
<u>(7)</u>	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.	



**§130.242. Principles of Human Services (~~One-Half to~~ One Credit).**

TEKS with edits		Committee Comments
(a)	<b>General</b> requirements. This course is recommended for students in Grades 9-12. <u>Students shall be awarded one credit for successful completion of this course.</u>	
(b)	<b>Introduction.</b>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3) <del>(4)</del>	<del>(4)</del> This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, <del>and</del> personal care services <u>and consumer services</u> . 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)	<del>(2)</del> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(5)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply interpersonal communication skills in business and industry settings;</u>	
(B)	<u>explain and recognize the value of collaboration within the workplace;</u>	
(C)	<u>examine the importance of time management to succeed in the workforce;</u>	
(D)	<u>identify work ethics/professionalism in a job-setting; and</u>	
(E)	<u>develop problem-solving and critical thinking skills.</u>	
<del>(4)</del> (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)	<del>establish</del> <u>develop</u> measurable short- and long-term goals for personal and professional life;	Establish is more permanent and develop is more evolving
(C)	<del>describe</del> <u>demonstrate</u> personal management skills needed for productivity <del>such as time and energy;</del>	Typo by TEA, Original text of TEK 1C is in black and changes indicated. Demonstrate requires them to show us and not just tell us. Skills needed for productivity is changing with technology and not just time and energy.
(D)	practice ethical and appropriate methods of conflict resolution;	
(E)	<u>analyze</u> <u>investigate</u> the significance of grooming <del>and</del> <u>appearance, and appropriate apparel selection</u> in personal and professional settings;	Investigate is a more active verb than analyze. Apparel selection better fits this expectation.
(F)	<del>assess</del> <u>analyze</u> the relationship of wellness to <del>achievement</del> <u>personal and professional productivity;</u>	Analyze is easier to measure than assess, personal and professional productivity is more tangible than achievement
(G)	determine personal and <del>occupational</del> <u>professional</u> implications of substance abuse;	Professional is more in line with the college and career readiness standards
(H)	<del>evaluate appearance in personal and professional settings;</del>	Expectation is covered in 1E
(I)	<del>apply</del> <u>demonstrate</u> <del>clothing selection</del> <u>apparel</u> maintenance, and repair skills <del>to</del> <u>that</u> enhance <del>career opportunities</del> <u>appearance in personal and professional settings;</u>	clothing selection was a better fit for TEK 1E. This wording better explains what we are expecting students to learn
(J)	practice leadership skills, <u>such as participation in career and technical student organizations;</u> and	To specify importance of leadership opportunities available in CTSO's
(K)	demonstrate effective communication skills.	
(2) (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)	<del>employ</del> <u>utilize</u> technology to manage resources;	Utilize is more understandable
(C)	<del>analyze</del> <u>examine</u> <u>sustainable</u> consumer buying techniques that promote effective use of resources;	Examine is easier to assess, sustainable was the only difference between 2C and 2D

(D)	<del>investigate sustainable techniques for managing resources;</del>	Combined with 2C
(E)	describe rewards, demands, and future trends in consumer services careers; and	
(F)	identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.	
(3) (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)	<del>determine</del> identify types of crises;	You need a basic foundational knowledge before moving to the higher level skills
(B)	determine appropriate responses, management strategies, and <u>available</u> technology <del>available</del> to meet individual and family needs;	This wording better fits the intent of the expectation.
(C)	determine effects of crisis on individuals and families;	
(D)	<del>determine</del> <u>predict</u> crises typical of various stages of the life cycle;	Predict is a more feasible expectation than determine for students.
(E)	identify the contributing factors <u>of stress</u> and <del>describe how those factors</del> <u>the</u> impact <del>of stress</del> <del>on</del> individuals and relationships;	Better clarifies intent of expectation
(F)	investigate causes, prevention, and treatment of domestic <del>and relationship</del> violence;	Relationship is redundant
(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.	
(4) (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)	<del>evaluate</del> <u>determine</u> developmentally appropriate guidance techniques for children;	Determine is a more appropriate level for an introductory course.
(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 interests.	
<del>(F)</del> (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)	<del>describe rewards, demands, and future trends in family and community services;</del> <u>analyze dietary practices across the life span;</u>	Moved to I to keep formatting of previous expectations
(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)	<del>analyze dietary practices across the life span; and</del> <u>describe rewards, demands, and future trends in family and community services; and</u>	Moved from E to keep formatting of previous expectations
(I)	identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.	
(7)	<u>The student demonstrates the skills necessary to enhance personal and career effectiveness in fashion design. The student is expected to:</u>	This course is often a feeder course in family consumer sciences and has gone unrepresented. Responding to public comments.
(A)	<u>describe factors influencing apparel selection;</u>	
(B)	<u>analyze apparel selection practices that accommodate personal needs, including age, lifestyle, special needs, and career;</u>	
(C)	<u>interpret and utilize information on apparel care labels;</u>	
(D)	<u>demonstrate safety practices when using and caring for apparel construction tools and equipment;</u>	
(E)	<u>demonstrate simple clothing repair and alteration techniques;</u>	

(F)	<u>describe rewards, demands, and future trends in fashion design; and</u>	
(G)	<u>identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.</u>	
(8)	<u>The student demonstrates the skills necessary to enhance personal and career effectiveness in interior design. The student is expected to:</u>	This course is often a feeder course in family consumer sciences and has gone unrepresented. Responding to public comments.
(A)	<u>describe priorities and needs that influence interior design decisions;</u>	
(B)	<u>identify the elements and principles of design used in interiors;</u>	
(C)	<u>describe safe use and care of interior furnishings and equipment;</u>	
(D)	<u>identify maintenance and safety practices that effect interiors;</u>	
(E)	<u>discuss cultural, demographic, societal, and economic factors that influence interior design trends;</u>	
(F)	<u>describe rewards, demands, and future trends in interior design; and</u>	
(G)	<u>identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.</u>	
<del>(6)</del> (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, 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 interests.	

**§130.247. Child Development (One Half to One Credit).**

TEKS with edits		Committee Comments
(a)	<b>General requirements.</b> This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services. <u>Students shall be awarded one credit for successful completion of this course.</u>	
(b)	<b>Introduction.</b>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	<del>(4)</del> This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.	
(4)	<del>(2)</del> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	To show the importance of participating in a CTSO and support of HB5
(5)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply interpersonal communication skills in business and industry settings;</u>	
(B)	<u>explain and recognize the value of collaboration within the workplace;</u>	
(C)	<u>examine the importance of time management to succeed in the workforce;</u>	
(D)	<u>identify work ethics and professionalism in a job-setting; and</u>	
(E)	<u>develop problem-solving and critical thinking skills.</u>	
(2)	The student analyzes roles and responsibilities of parenting. The student is expected to:	
(A)	<del>investigate</del> <u>identify</u> parenting skills and responsibilities, <del>-including child support and other legal rights and responsibilities that come with parenthood;</del>	

(B)	<u>investigate the legal rights and responsibilities of parenting;</u>	You need a basic foundational knowledge before moving to the higher level skills,
<del>(B)</del> (C)	analyze relationship <u>and communication</u> skills <del>including money management, communication skills, and marriage preparation</del> <u>needed for parenting; and</u>	TEK 1A and this are different and needed to be addressed separately
<del>(C)</del> (D)	<del>examine skills relating to the prevention of family violence</del> <u>explore the parental responsibilities of educating children.</u>	Money management is not compatible with relationship and communication skills. Marriage preparation is a value.
(3)	<u>The student examines the protection and safety of children. The student is expected to:</u>	Education is more than just literacy
(A)	<u>recognize the signs of domestic violence;</u>	Merges similar student expectations from multiple skill statements
<del>(D)</del> (B)	demonstrate first aid and cardiopulmonary resuscitation skills;	Merges similar student expectations from multiple skill statements
(C)	<u>evaluate community resources relevant to the care and protection of children, including child care services, health care services and organizations;</u>	
(D)	<u>examine appropriate health care for children, including immunizations;</u>	Merges similar student expectations from multiple skill statements
(E)	assess the safety of <del>purchases for</del> children's <del>such as</del> cribs, toys, clothing, and food; <u>and</u>	Merges similar student expectations from multiple skill statements
(F)	<del>explain factors that contribute to literacy.</del> <u>discuss legislation and public policies affecting children.</u>	clarified the wording
<del>(2)</del> (4)	The student investigates components of optimal prenatal care and development. The student is expected to:	Moved to 1D, Education includes literacy, a better fit here
(A)	identify signs and stages of pregnancy;	
(B)	analyze <u>the effect of</u> environmental and hereditary factors <u>affecting on</u> fetal development <del>such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and, including</del> prenatal brain development;	
(C)	describe nutritional needs prior to and during pregnancy <del>such as impact of proteins, lipids, and carbohydrates on fetal brain development;</del>	Clarification of wording

(D)	analyze <del>reasons</del> <u>appropriate</u> medical care and good health practices prior to and during pregnancy;	Redundant
(E)	<del>critique</del> <u>explore</u> technological advances in prenatal care and development <del>such as sound waves used for sonograms, amniocentesis, and alpha-fetoprotein test;</del> and	Not a reason for but what is needed
(F)	analyze the process of labor and delivery.	We do not have enough knowledge to critique, because technology changes and may not be current
<del>(3)</del> (5)	The student investigates strategies for optimizing the development of infants <del>of diverse backgrounds,</del> including those with special needs. The student is expected to:	Not needed
(A)	explain the physical, emotional, social, and intellectual needs of the infant;	
<del>(B)</del>	<del>generate ideas and gather information relevant to care and protection of infants such as child care options, abuse, guidance, services and agencies, immunizations, and appropriate health care;</del>	
<del>(C)</del> (B)	<del>draw conclusions regarding</del> <u>investigate</u> the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;	Incorporated into TEK 2
<del>(D)</del> (C)	identify typical growth and development of infants such as brain development <del>and mental health;</del>	Students may not have appropriate prior knowledge to draw conclusions
<del>(E)</del> (D)	<del>select and use appropriate standard international units to</del> identify <u>appropriate</u> nutritional needs for infants <del>such as caloric requirements, protein, lipids, carbohydrates, and portion control;</del> <u>and</u>	Not needed
<del>(F)</del> (E)	<del>research</del> <u>discuss</u> the advantages of breast feeding.	
<del>(G)</del> (F)	<del>describe and apply technical knowledge and skills required to be successful in careers involving infants such as neonatal intensive care specialist and infant mental health specialist.</del>	
<del>(4)</del> (6)	The student investigates strategies for optimizing the development of toddlers <del>of diverse backgrounds,</del> including those with special needs. The student is expected to:	Incorporated into TEK 8
(A)	analyze the physical, emotional, social, and intellectual needs of the toddler;	Not needed
(B)	create play activities, <u>such as mathematics, science, physical movement, outdoor play, art, and music that enhance</u> <del>for</del> a toddler's growth and development;	
(C)	identify patterns of typical growth and development of toddlers; <u>and</u>	gramatical
<del>(D)</del>	<del>identify community resources relevant to the care and protection of toddlers, including child care services, health care services, and organizations such as the National Association for the Education of Young Children; and</del>	formatting



<del>(E)</del> (D)	<del>work independently or collaboratively to</del> prepare snacks or meals that meet <u>appropriate</u> nutritional guidelines for toddlers, <del>such as caloric, proteins, lipids, carbohydrates, and portion control.</del>	Incorporated into TEK 2
<del>(5)</del> (7)	The student analyzes the growth and development of preschool children <del>of diverse backgrounds</del> , including those with special needs. The student is expected to:	Simplified
(A)	analyze the physical, emotional, social, and intellectual needs of the preschool child;	Not needed
(B)	describe the role of play in a preschool child's growth and development;	
(C)	develop activities <u>such as physical exercise or group play that</u> <del>for</del> meeting developmental needs of preschool children <del>moderate to vigorous, reading development, communication, listening skills, and self-reliance;</del>	
<del>(D)</del>	<del>use complex inferences from text to support conclusions about care and protection of preschool children such as child care, family violence and abuse, guidance, services and agencies, and appropriate health care;</del>	Clarified activities
<del>(E)</del> (D)	<del>work independently and collaboratively to</del> prepare snacks or meals <del>to that</del> meet <u>appropriate</u> nutritional guidelines <u>for preschool children.</u> <del>such as caloric requirements, proteins, lipids, carbohydrates, and portion control;</del> and	Incorporated into TEK 2
<del>(F)</del> (E)	identify appropriate licensing regulations for preschools.	
<del>(6)</del> (8)	The student analyzes the growth and development of school-age children <del>of diverse backgrounds</del> , including those with special needs. The student is expected to:	
(A)	analyze the physical, emotional, social, and intellectual needs of the school-age child;	Not Needed
(B)	<del>analyze</del> <u>assess</u> the role of the school environment on the growth and development of the school-age child;	
(C)	<del>analyze how individual and group identities are established and change over time to identify typical growth and development of the school-age child such as brain development and social, emotional, and physical development</del> <u>evaluate the importance of individual and group identification to the growth and development of school-age children;</u>	Diverse verbage
<del>(D)</del>	<del>investigate care and protection of school-age children such as child care, abuse, guidance, services and agencies, immunizations, and appropriate health care;</del>	Clarification
<del>(E)</del> (D)	develop <u>appropriate</u> activities <del>appropriate</del> for <u>meeting developmental needs of</u> school-age children such as <del>moderate to vigorous</del> physical exercise, <del>reading</del> <u>language</u> development, communication, listening skills, independence, conflict resolution, <del>stress management</del> , and self-discipline;	Incorporated into TEK 2

(F)(E)	<del>work independently or collaboratively to</del> create <u>recipes for</u> nutritious snacks or meals appropriate for <u>preparation by</u> school-age children. <del>to prepare, including considerations such as calorie requirements, proteins, lipids, carbohydrates, and portion control;</del>	
(G)(F)	explore careers involving school-age children;	
(H)(G)	discuss legislation and public policies affecting children; and	
(I)(H)	propose short-term and long-term career goals in child development.	

DRAFT

**§130.248. Child Guidance (~~One to~~ Two Credits).**

TEKS with edits		Committee Comments
(a)	<p><b>General requirements.</b> This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Human Services <del>and Child Development</del>.  <u>Prerequisite or Co-Requisite: Child Development. Students shall be awarded two credits for successful completion of this course.</u></p>	Need the theory from Child Development course in order to apply in the Child Guidance course. Allows for flexibility of scheduling as a prerequisite or co-requisite.
(b)	<p><b>Introduction.</b></p>	
(1)	<p><u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u></p>	
(2)	<p><u>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, and consumer services.</u></p>	
(3)	<p><del>(1)</del> This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.</p> <p><u>Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</u></p>	
(4)	<p><del>(2)</del> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
(5)	<p><u>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.</u></p>	To show the importance of participating in a CTSO and support of HB5
(c)	<p><b>Knowledge and skills.</b></p>	
(1)	<p><u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u></p>	
(A)	<p><u>apply interpersonal communication skills in business and industry settings;</u></p>	
(B)	<p><u>explain and recognize the value of collaboration within the workplace;</u></p>	
(C)	<p><u>examine the importance of time management to succeed in the workforce;</u></p>	

(D)	<u>identify work ethics and professionalism in a job-setting; and</u>	
(E)	<u>develop problem-solving and critical thinking skills.</u>	
(2)	The student <del>analyzes roles and responsibilities of caregivers</del> <u>practices ethical and legal responsibilities associated with providing child care services.</u> The student is expected to:	Creating an application knowledge statement.
(A)	<del>determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children;</del>	Covered in Child Development TEK 1A
(B)(A)	apply ethical codes of conduct <del>to positive role modeling behaviors</del> <u>in a child care setting;</u>	Clarification of intent of student expectation
(C)	<del>identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs;</del>	Covered in Child Development TEK 4A, 5A, 6A, 7A
(D)(B)	<del>write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of</del> <u>create</u> coherent written communication between parents and <u>child care staff</u> <del>children;</del>	
(C)	<u>advocate for children when necessary;</u>	Advocacy is an important part of legal responsibilities.
(D)	<u>comply with laws and regulations related to child care services;</u>	
(E)	<u>determine potential uses and management of technology, media, and resources to foster healthy child development; and</u>	Moved from TEK 4D
(F)	<u>employ safeguards to prevent misuse and abuse of technology and media with children.</u>	Moved from TEK 4E
(E)	<del>investigate the legal responsibilities and laws involved in caring for children;</del>	Covered in Child Development TEK 1A
(F)	<del>analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members;</del>	Covered in Child Development TEK 1A
(G)	<del>access resources available for effective management of multiple adult roles that affect child care;</del>	Covered in Child Development TEK 2C
(H)	<del>investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;</del>	Covered in Child Development TEK 1A
(I)	<del>analyze relationship skills, including money management, communication skills, and marriage preparation; and</del>	Covered in Child Development TEK1C and 4B
(J)	<del>examine skills relating to the prevention of family violence.</del>	Covered in Child Development TEK 2A
(3)	The student analyzes child care options. The student is expected to:	
(A)	compare child care options for children of various ages;	

(B)	compare and contrast the financial considerations of child care options;	
(C)	examine criteria for selecting quality child care; and	
(D)	review minimum standards for licensing and regulations for center-based and home-based programs.	
(4)	The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	
(A)	identify signs of good health and symptoms of illness in children;	
(B)	<del>describe</del> <u>practice</u> child guidance <del>practices</del> <u>techniques</u> that contribute to the health and wellness of children such as <del>requirements for adequate</del> rest, exercise, <del>obesity prevention,</del> <del>public and personal</del> safety, and sanitation;	Clarification of intent and extraction of application of student expectation
(C)	apply <u>safe</u> procedures <del>in for</del> creating <u>safe</u> environments for children;	Clarification of intent of student expectation
(D)	prepare nutritious snacks or meals for children following <del>the appropriate</del> food guidelines <del>in promoting children's health such as portion control, caloric requirements, and nutrient needs;</del>	Clarification of intent of student expectation
(E)	<del>determine</del> <u>utilize</u> resources available for managing the health care of children. <del>such as children's insurance, Children's Health Insurance Program, and county health clinics;</del>	
<del>(F)</del>	<del>recognize symptoms of children in family crisis situations; and</del>	Covered in Child Development TEK 2A
<del>(G)</del>	<del>discuss society's role in the protection of children and families.</del>	Covered in Child Development TEK 2F
(5)	The student analyzes the effect of play in the development of children. The student is expected to:	
(A)	create examples of play that promote the physical, intellectual, emotional, and social development of children;	
<del>(B)</del>	<del>describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children;</del>	Covered in Child Development TEK 5B
<del>(C)</del> (B)	<del>describe</del> <u>implement</u> strategies <del>caregivers may use</del> to encourage constructive and creative play;	Creating an application of the student expectation
<del>(D)</del>	<del>determine potential uses and management of technology, media, and resources to foster healthy child development; and</del>	Moved to TEK 1E, Better fit with that knowledge skill
<del>(E)</del>	<del>determine safeguards to prevent misuse and abuse of technology and media with children.</del>	Moved to TEK 1E, Better fit with that knowledge skill
(6)	The student <del>summarizes</del> <u>applies</u> appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:	Increasing the rigor of the knowledge statement

(A)	<del>identify</del> <u>discuss</u> the various types of guidance and the effects on children;	Increasing the rigor of student expectation
(B)	determine <u>and apply</u> appropriate guidance techniques; <u>and</u>	Creating an application of the student expectation
(C)	<del>explain behaviors that may lead to child abuse-</del> <u>distinguish between guidance techniques and abusive behavior. ; and</u>	Clarification of and adds rigor to student expectation
<del>(D)</del>	<del>identify strategies that deter abusive behavior.</del>	Covered in TEK 5C,
<u>(7)</u>	<u>The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(A)</u>	<u>create and implement activities for the development of sensory skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(B)</u>	<u>create and implement activities for the development of language skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(C)</u>	<u>create and implement activities for the development of physical and motor skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(D)</u>	<u>create and implement activities for the development of social skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(8)</u>	<u>The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(A)</u>	<u>create and implement lesson plans for the development of physical skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(B)</u>	<u>create and implement lesson plans for the development of vocabulary and language skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<u>(C)</u>	<u>create and implement lesson plans for the development of appropriate math skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.

(D)	<u>create and implement lesson plans for the development of appropriate science skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
(9)	<u>The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
(A)	<u>create and implement lesson plans for the development of physical skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
(B)	<u>create and implement lesson plans for the development of reading and language skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
(C)	<u>create and implement lesson plans for the development of appropriate math and problem solving skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
(D)	<u>create and implement lesson plans for the development of appropriate science skills;</u>	Increasing rigor, adding enhancements required for ATC, and making an application of theory.
<del>(6)</del> (10)	The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	
(A)	analyze the impact of career decisions on care giving;	
(B)	propose short-term and long-term career goals;	
(C)	assess personal interests, aptitudes, and abilities needed in the child-care profession;	
(D)	exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills;	
(E)	demonstrate effective verbal, nonverbal, written, and electronic communication skills;	
(F)	demonstrate skills and characteristics of leaders and effective team members; and	
(G)	evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services.	

<b>§130.249. Family and Community Services (<del>One-Half to</del> One Credit).</b>		
	TEKS with edits	Committee Comments
(a)	<b>General requirements.</b> This course is recommended for students in Grades <del>10</del> 11-12. Recommended prerequisite: Principles of Human Services. <u>Students shall be awarded one credit for successful completion of this course.</u>	
(b)	<b>Introduction.</b>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	<del>(1)</del> This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service <u>or service learning</u> experiences. Students are provided opportunities to interact 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.	Service learning is more in depth than direct service
(4)	<del>(2)</del> Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	To show the importance of participating in a CTSO and support of HB5
(5)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply interpersonal communication skills in business and industry settings;</u>	
(B)	<u>explain and recognize the value of collaboration within the workplace;</u>	
(C)	<u>examine the importance of time management to succeed in the workforce;</u>	
(D)	<u>identify work ethics/professionalism in a job-setting; and</u>	
(E)	<u>develop problem-solving and critical thinking skills.</u>	
(2)	The student explores careers in family <u>and community</u> services. The student is expected to:	Better reflects intent of class
(A)	<del>identify</del> <u>research</u> family <u>and community</u> services, <u>such as agencies, organizations, and faith</u>	Combined 1A and 1C



	<u>based services;</u>	
(B)	investigate career options available that focus on families <u>and communities;</u>	To better reflect knowledge and skill
<del>(E)</del>	<del>research to find agencies, organizations, and churches offering family services in the student's area; and</del>	Combined with 1A
<del>(D)</del> (C)	analyze demographics <u>that may affect</u> <del>and</del> community needs;	Clarifies the student expectation
(D)	analyze future trends in <u>family and</u> community services; <del>and;</del>	Moved from 4H, fits this knowledge and skill better
(E)	<del>define the concept of socialization and</del> analyze the role socialization plays in human development and behavior.	Moved from 5C, fits this knowledge and skill better
(3)	The student demonstrates organizational and leadership skills <del>using</del> <u>in</u> a community service environment. The student is expected to:	Clarifies the knowledge statement
(A)	demonstrate management practices facilitating individuals assuming multiple family, community, and wage-earner roles;	
(B)	<del>evaluate</del> <u>identify</u> personal leadership characteristics;	Clarifies intent of student expectation
(C)	develop a plan for <del>positively</del> enhancing personal leadership characteristics;	Redundant
(D)	demonstrate positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;	
(E)	<del>evaluate</del> <u>identify</u> and <del>identify</del> <u>apply</u> effective strategies and skills necessary <del>to establish a for</del> collaborative relationship with others in community service settings; and	Clarifies intent of student expectations, better aligns with Bloom's taxonomy
(F)	plan and deliver <u>family and community services</u> <del>focused and coherent</del> presentations; <del>and that convey clear and distinct perspective and demonstrate solid reasoning.</del>	
<u>G</u>	<u>practice leadership skills; such as participation in career and technical student organizations.</u>	To specify importance of leadership opportunities available in CTSO's
(4)	The student develops and implements community <u>and service-learning</u> activities. The student is expected to:	Service Learning is more in depth
(A)	identify service projects <del>applicable to</del> <u>that benefit</u> a community;	Clarifies intent of student expectations
(B)	integrate student interests, abilities, and skills <del>with appropriate</del> <u>into</u> community <u>and</u> service <u>= learning</u> projects;	Clarifies intone of student expectations, included service learning
(C)	plan, develop, <del>and</del> implement, <u>and evaluate</u> <del>volunteer</del> <u>community and service learning</u> activities that <del>will</del> benefit individuals, families, or the community;	Add service learning, merged TEK 3J
<del>(D)</del>	<del>generate ideas and gather information relevant to a family and community services project</del>	Redundant of TEK C

	<del>keeping careful records of outside sources;</del>	
<del>(E)</del>	<del>demonstrate proficient use of volunteer skills;</del>	Merged into TEK 2D
<del>(F)</del> (D)	demonstrate safety practices <del>related to</del> <u>when participating in</u> community service <del>or volunteer</del> <u>and service-learning</u> activities;	Clarification of student expectations, updated language of volunteer to service learning
<del>(G)</del>	<del>demonstrate increasing ability to perform higher-order thinking skills through organizing and performing community service;</del>	Repetitive of 2 C
<del>(H)</del>	<del>practice techniques to ensure completion of a community service project;</del>	Repetitive of 3C
<del>(I)</del> (E)	<del>cite evidence of</del> <u>document</u> personal development through <del>performing</del> <u>participation in</u> community <u>and service-learning</u> activities; and	Clarification of student expectation, added service learning
<del>(J)</del> (F)	<del>evaluate the effectiveness of implemented activities. demonstrate appropriate grooming, appearance, and etiquette for community and service-learning activities</del>	Moved from 4E, fits this knowledge and skill better
<u>(G)</u>	demonstrate ethical practices <del>related to</del> <u>when participating in</u> community service <del>or volunteer</del> <u>and service-learning</u> activities; <u>and</u>	Moved from 4F, fits this knowledge and skill better
<u>(H)</u>	design a public relations campaign promoting <del>volunteer</del> <u>community and service learning</u> activities.	Moved from 4J, fits this knowledge and skill better
<del>(4)</del>	<del>The student analyzes factors influencing employability skills. The student is expected to:</del>	Moved to Knowledge statement 1
<del>(A)</del>	<del>evaluate interests, abilities, and personal priorities related to career choices;</del>	Moved to Knowledge statement 1
<del>(B)</del>	<del>apply the decision-making process to career selection;</del>	Moved to Knowledge statement 1
<del>(C)</del>	<del>demonstrate effective verbal, nonverbal, and written communication skills;</del>	Moved to Knowledge statement 1
<del>(D)</del>	<del>demonstrate positive human relations interpersonal skills;</del>	Moved to Knowledge statement 1
<del>(E)</del>	<del>demonstrate appropriate grooming, appearance, and etiquette for volunteer activities;</del>	Moved to Knowledge statement 1
<del>(F)</del>	<del>exhibit ethical practices as defined for designated volunteer activities;</del>	Moved to Knowledge statement 1
<del>(G)</del>	<del>describe community service experiences that contribute to career preparation; describe the relationship of participation in community and service learning activities to career preparation;</del>	Moved to Knowledge statement 1
<del>(H)</del>	<del>analyze future trends in community service;</del>	Moved to Knowledge statement 1
<del>(I)</del>	<del>determine employment and entrepreneurial opportunities related to family and community services; and</del>	Moved to Knowledge statement 1
<del>(J)</del>	<del>design a public relations campaign promoting volunteer activities.</del>	Moved to Knowledge statement 1

(S)	<del>The student applies rigorous academic standards in implementing community service activities. The student is expected to:</del>	Moved to Knowledge statement 1
(A)	<del>use effective reading strategies to evaluate topics from professional publications in family and community services;</del>	Moved to Knowledge statement 1
(B)	<del>listen actively and effectively in all communication situations; and</del>	Moved to Knowledge statement 1
(C)	<del>define the concept of socialization and analyze the role socialization plays in human development and behavior.</del>	Moved to Knowledge statement 1

DRAFT

**§130.250. Practicum in Human Services (Two to Three Credits).**

TEKS with edits		Committee Comments
(a)	<p><b>General requirements.</b> This course is recommended for students in Grades 11-12.</p> <p><u>A student shall be awarded two credits for successful completion of this course, when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Human Services Career Cluster.</u></p>	In order to eliminate the multiple credit class, but allows students who need multiple credits the flexibility to take theory and application simultaneously.
	<p><u>A student shall be awarded three credits for successful completion of this course, when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Human Services Career Cluster.</u></p>	
(b)	<p><b>Introduction.</b></p>	
(1)	<p><u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u></p>	
(2)	<p><u>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, and consumer services.</u></p>	
(3)	<p>Practicum in Human Services provides <u>background knowledge and</u> occupationally specific training <del>and that</del> 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. <del>as well as the essential knowledge and skills described in subsection (c) of this section for communication, critical thinking, problem solving, information technology, ethical and legal responsibilities, leadership, teamwork, and entrepreneurship.</del></p>	Additions are to better define intent of course. Deletions are redundant.
<del>(2)</del> (4)	<p><u>Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.</u></p>	
<del>(3)</del> (5)	<p><u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u></p>	
(6)	<p><u>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.</u></p>	
(c)	<p><b>Knowledge and skills.</b></p>	

(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>apply interpersonal communication skills in business and industry settings;</u>	
(B)	<u>explain and recognize the value of collaboration within the workplace;</u>	
(C)	<u>examine the importance of time management to succeed in the workforce;</u>	
(D)	<u>identify work ethics/professionalism in a job-setting; and</u>	
(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 resumé;	
(C)	create, <u>maintain and present</u> an employment portfolio <u>with content, such as licensures or certifications, samples of work, and evaluation from a supervisor</u> for use <u>during practicum experience</u> <del>when applying for internships and work-based learning opportunities</del> in human services careers;	Combined 9A and 9B with 1C
(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)	<del>discuss human services research findings in everyday language keeping instruction at an appropriate level;</del>	Does not accurately reflect student expectation.
<del>(B)</del> (A)	practice effective verbal, nonverbal, written, and electronic communication skills;	
<del>(C)</del> (B)	<u>utilize effective communication skills when working with clients;</u> use communication skills such as ability to empathize, motivate, listen attentively, speak courteously and respectfully, <del>defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction;</del>	

(D)(C)	<del>apply appropriate customer service techniques to complete transactions; apply client service techniques to complete transactions such as managing and defusing objections with courtesy, persuading the client to agree with an acceptable transaction, facilitating client's follow through with the transaction, and maintaining client relationship as client returns for services and refers others;</del>	
(E)(D)	<del>evaluate</del> <u>investigate</u> client resources <del>versus product costs</del> and <del>client</del> risk tolerance levels <u>that affect product costs</u> ; such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client;	
(F)(E)	<del>recommend best products, plans, or services for the client; and consult with colleagues or those knowledgeable in a field of expertise when needed to expedite solutions to problems such as referring a client to others if the client will be better served; and</del>	
(G)(F)	<del>consult with supervisor when needed to expedite solutions to client problems. develop client recommendations using appropriate strategies such as analyzing client's assets and evaluating and choosing options for maximum return and minimum risk.</del>	
(4)	The student uses business tools or procedures to create human services information and facilitate client interactions. The student is expected to:	
(A)	<del>manage</del> <u>evaluate</u> numerical information <del>such as using a calculator to add, subtract, multiply, or divide accurately; and perform complex calculations accurately;</del>	Merged 4A and B
(B)	<del>perform complex calculations accurately;</del>	Merged with 4A
(C)(B)	use appropriate electronic resources to access current information;	
(D)(C)	use word-processing, database, spreadsheet, or presentation software to <del>manage data</del> <u>prepare needed documents accurately; and</u>	
(E)(D)	<del>practice email applications to communicate within a workplace; and discuss and practice appropriate workplace communication etiquette.</del>	
(F)	<del>use specialized software to prepare needed documents accurately.</del>	
(5)	The student identifies how <del>key</del> organizational systems affect <del>organizational</del> performance and the quality of products and services. The student is expected to:	Redundant wordage.
(A)	examine global <del>context and all aspects of industries and careers</del> <u>factors that affect the performance and quality of products and services in the industry;</u>	Clarification of intent of student expectation.
(B)	apply principles of planning, design, development, and evaluation to accomplish long-range goals; and	

(C)	implement quality-control systems and practices <del>to</del> <u>that</u> ensure quality products and services.	
(6)	The student <del>establishes a physically and psychologically</del> <u>determines a</u> healthy environment <del>to</del> <u>that</u> inspires client confidence in services provided. The student is expected to:	Better define the knowledge statement
(A)	identify <u>appropriate</u> locations <del>suitable</del> to <u>safely</u> offer human services; <del>safely such as accessibility to transportation, safety, and security of the location;</del>	Clarification of intent of student expectation
(B)	<del>Incorporate</del> <u>examine</u> a functional work environment, equipment needs, and required utilities for offering human services;	
(C)	<del>create a psychologically suitable environment such as implementing</del> <u>describe</u> elements of a non-threatening <u>workplace</u> environment; <del>or using social skills needed for a diverse population;</del>	Clarification of intent of student expectation.
<u>(D)</u>	<u>identify appropriate social skills necessary for interacting with a diverse population;</u>	Separated from 6C because did not coincide with workplace environment.
<del>(D)</del> <u>(E)</u>	<del>employ emergency</del> <u>discuss and employ</u> procedures <del>as</del> necessary to provide <u>emergency</u> aid <del>in</del> <u>for</u> workplace accidents; and	
<del>(E)</del> <u>(F)</u>	<del>employ knowledge of response techniques to create</del> <u>explore components of</u> a disaster and emergency response plan <u>and use when directed.</u>	
<del>(6)</del> <u>(7)</u>	The student uses leadership and teamwork skills in collaborating with others. The student is expected to:	
(A)	use leadership and teamwork skills in collaborating 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.	
<del>(7)</del> <u>(8)</u>	The student describes and observes ethical and legal responsibilities associated with providing human services <del>to assure the best interests of clients.</del> The student is expected to:	Redundant
(A)	<del>model behaviors that demonstrate stewardship of client assets such as providing beneficial help and suggestions to clients, evaluating when a client needs an advocate, and following through with meeting these needs</del> <u>investigate situations requiring client advocacy and advocate when necessary;</u>	
(B)	<del>model</del> <u>describe and practice</u> ethical behaviors <del>in the relationship</del> <u>when working</u> with human services clients; <del>such as offering prompt, honest, and efficient services; protecting clients from fraud, deceit, or misrepresentation; immediately disclosing any conflicts of interest; and making recommendations for service based on the preferences and needs of the client;</del> and	
(C)	comply with laws and regulations related to retail, governmental, or private services.	

<del>(8)</del> (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 <del>eustomers</del> <u>clients</u> using appropriate and relevant information.	
<del>(9)</del>	<del>The student documents technical knowledge and skills. The student is expected to:</del>	Merged with 1C
<del>(A)</del>	<del>update a professional portfolio to include:</del>	Merged with 1C
<del>(i)</del>	<del>attainment of technical skill competencies;</del>	Merged with 1C
<del>(ii)</del>	<del>licensures or certifications;</del>	Merged with 1C
<del>(iii)</del>	<del>recognitions, awards, and scholarships;</del>	Merged with 1C
<del>(iv)</del>	<del>extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;</del>	Merged with 1C
<del>(v)</del>	<del>abstract of key points of the practicum;</del>	Merged with 1C
<del>(vi)</del>	<del>resumé;</del>	Merged with 1C
<del>(vii)</del>	<del>samples of work; and</del>	Merged with 1C
<del>(viii)</del>	<del>evaluation from the practicum supervisor; and</del>	Merged with 1C
<del>(B)</del>	<del>present the portfolio to all interested stakeholders such as in a slide or poster presentation.</del>	Merged with 1C



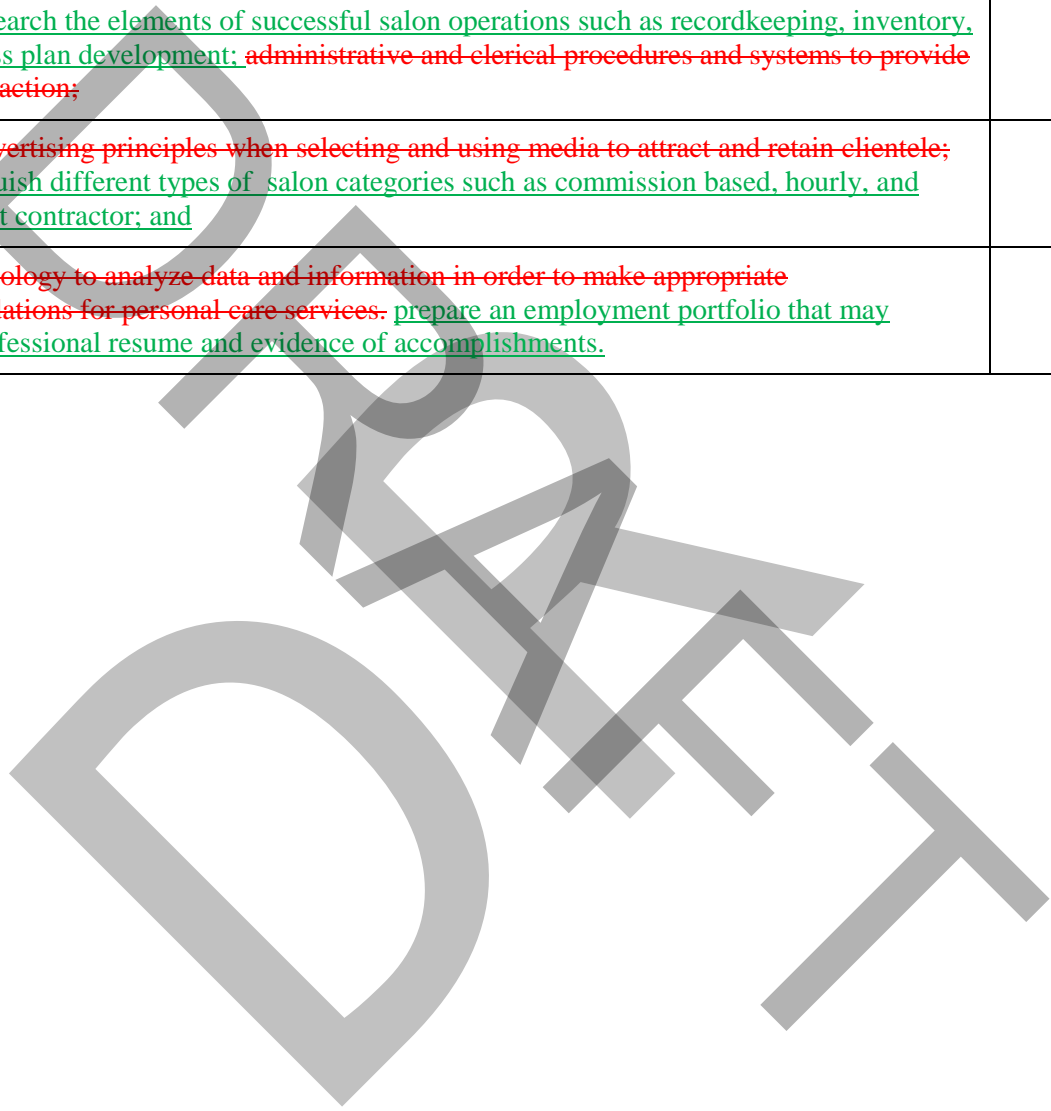
**§130.251. Introduction to Cosmetology (One Credit).**

TEKS with edits		Committee Comments
(a)	<b>General requirements.</b> This course is recommended for students in Grades 10.	
(b)	<b>Introduction.</b>	Working on the Common language for CTE and Cluster Overview introduction
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	Students explore <del>areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. The student researches</del> careers in the <u>cosmetology</u> <del>personal care services</del> industry. To prepare for success, students must have <u>academic and technical knowledge and skills</u> relative to <del>this the industry, as well as academic knowledge and skills.</del> Students may begin to earn <del>clock</del> hours toward state licensing requirements.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations; and</u>	

(D)	<u>use conflict management skills to avoid potential or perceived conflict.</u>	
(1)	<del>The student implements the employability characteristics of a successful worker in the workplace. The student is expected to:</del>	
(E)	identify employment opportunities, including entrepreneurship, <del>and preparation requirements in the field of cosmetology services;</del>	
(B)	<del>investigate technical knowledge and skills required to be successful in careers in the personal care services area; and</del>	
(C)-(F)	<del>interpret patterns of current information and resources on personal care services to attract new clientele and satisfy and retain present clientele.</del> <u>evaluate data or outcome of a broad range of personal care services; and</u>	Move to cosmetology I
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers.</u>	
(2)	The student applies academic skills to the field of cosmetology. The student is expected to:	
(A)	<del>identify principles of biology, tissues, and cells to provide and select</del> <u>appraise</u> safe and effective personal care products and services;	Move biology, tissues, and cells to Cosmetology I;
(B)	<del>relate principles of chemistry by explaining the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services;</del>	Moved to cosmetology I
(C)	<del>recognize principles of human anatomy to classify areas of potential problems in order to provide needed personal care services;</del>	Moved to cosmetology I
(D)	<del>investigate organizational policies, procedures, and regulations to establish personal care organization priorities to accomplish the mission and provide high-quality service to a diverse set of clients;</del>	Addressed in TEK 3
(E)	<del>compare economic and accounting principles and practices when providing personal care services to promote business success and growth; and</del>	
(F)-(B)	<del>critique</del> <u>model</u> leadership skills within a <u>classroom or</u> community setting to maintain positive relationships <del>that enhance personal care business opportunities.</del>	
(C)	<u>recognize the importance of a thorough client consultation;</u>	added to increase rigor of course and prepare for advancement into next course in chosen sequence

(D)	<u>investigate the principles and practices of infection control, such as bacterial disorders, classification of pathogens, and diseases and/or viruses; and</u>	added to increase rigor of course and prepare for advancement into next course in chosen sequence
(E)	<u>explore the chemistry of materials as they relate to the eyelash extension application service.</u>	added to increase rigor of course and prepare for advancement into next course in chosen sequence
(3)	The student demonstrates knowledge of <del>the</del> rules and regulations established by the <u>Texas Department of Licensing and Regulation (TDLR) governing body and industry standards</u> . The student is expected to:	
(A)	<del>identify and practice emergency</del> <u>implement</u> policies and procedures regarding health and safety <del>to achieve a safe and healthy environment at all times; and</del>	Everyday practice is not an emergency
(B)	recognize risks and potentially hazardous situations <del>to maintain a clean safety record in compliance with TDLR when providing personal care services;</del>	Covered in (A) identify / recognize
(C)	<u>navigate TDLR website for exam eligibility, exam results, and student hours; and</u>	
(D)	<u>identify licensure and renewal requirements.</u>	
(4)	The student <u>identifies and</u> describes the function <del>and application</del> of <del>the</del> tools, equipment, <u>and</u> technologies, <del>and materials</del> used in cosmetology. The student is expected to:	
(A)	<del>identify and choose techniques, and principles and safely use tools and instruments to develop</del> <u>explore efficient and safe delivery use of tools to enhance</u> client services <del>that enhance client satisfaction;</del>	
(B)	<del>research client information to attract new clientele and retain present clientele; and</del> <u>describe ergonomically correct use of equipment to promote professional efficiency; and</u>	
(C)	<u>summarize available technology sources that could be used in a professional salon setting.</u> <del>interpret systems needed to obtain the range of personal care resources needed for business practice and to access resources at appropriate times.</del>	
(5)	The student <del>experiments with the concepts and</del> <u>develops professional</u> skills <del>of the profession needed to make appropriate career plans, to simulated and actual work situations.</del> The student is expected to:	
(A)	<del>model ethical and legal conduct while working in the human services industry; define what is expected of an employee such as ethical conduct, team building skills, principles of selling, and building a clientele;</del>	

(B)	<p><u>examine personal conduct in the salon to comply with professional</u> <del>demonstrate actions that</del>  <del>comply with legal requirements for personal liability to guide personal conduct in the human</del>  <u>services setting;</u></p>	
(C)	<p><del>explore</del> <u>research the elements of successful salon operations such as recordkeeping, inventory,</u>  <u>and business plan development;</u> <del>administrative and clerical procedures and systems to provide</del>  <del>client satisfaction;</del></p>	
(D)	<p><del>propose advertising principles when selecting and using media to attract and retain clientele;</del>  <del>and distinguish different types of</del> <u>salon categories such as commission based, hourly, and</u>  <u>independent contractor; and</u></p>	
(E)	<p><del>apply technology to analyze data and information in order to make appropriate</del>  <del>recommendations for personal care services;</del> <u>prepare an employment portfolio that may</u>  <u>include professional resume and evidence of accomplishments.</u></p>	



§130.252. Cosmetology I (2-3 Credits).		
TEKS with edits		Committee Comments
(a)	<b>General requirements.</b> This course is recommended for students in Grades 10-11. Recommended prerequisite: Introduction to Cosmetology.	In the best interest of individual districts and their students, this committee recommends that course credit be flexible. Individual districts statewide may choose to provide credit as it pertains to their daily class schedule and structure. If SBOE insist on a solid credit the committee recommends (3) three credits.
(b)	<b>Introduction.</b>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	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, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Analysis of career opportunities, <u>license</u> requirements, <u>knowledge and skills</u> expectations, and development of workplace skills are included.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	Added relevant employability skills
(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	

(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services; and</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers.</u>	
(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	
(+)	<del>The student investigates the employability characteristics of a successful worker in the workplace. The student is expected to:</del>	Combined with 1
(A)	<del>integrate organizational policies, procedures, and regulations to establish personal care organization priorities; accomplish the mission; and provide high quality service to a diverse set of clients;</del>	Covered in 3
(B)-(J)	employ leadership skills within a <u>classroom or</u> community setting to maintain positive relationships <del>that enhance personal care business opportunities;</del>	
(G)	<del>compare cost-effective resources to assist with planning and delivery of services;</del>	Addressed in 4A
(D) (K)	<del>demonstrate knowledge of practical skills such as manicure, pedicure, or hairstyling apply the technical knowledge and skills required to be successful in careers in the personal care service area; and</del>	
(E)	<del>justify time management principles and techniques to achieve objectives and efficiently serve clients.</del>	Covered in 1H
(2)	The student <del>combines</del> <u>applies</u> academic skills <del>with</del> <u>to the field of</u> cosmetology <del>requirements</del> . The student is expected to:	Added more specific academic skills applicable to the cosmetology SEs
(A)	<del>apply principles of biology, identifying living tissues, cells, and organisms to provide and select safe and effective personal care products and services</del>	Combine all branches of biology
(A)	<u>explain the importance of anatomy and physiology to the cosmetology profession;</u>	
(B)	<u>identify body tissue, body systems and their functions;</u>	
(C)	<u>explain the structure, composition, and growth of skin, nails, and hair;</u>	

<del>(B)</del> <u>(D)</u>	<del>classify and apply the principles of organic and inorganic chemistry; chemistry and explain the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services;</del>	
<u>(E)</u>	<u>classify solutions, suspensions, and emulsions that may be used during cosmetology services;</u>	
<u>(F)</u>	<u>apply understanding of pH and the pH scale to cosmetology services;</u>	
<u>(G)</u>	<u>explain the principles and practices of infection control, including bacterial disorders and diseases and viruses; and</u>	
<u>(H)</u>	<u>explore the nature of electricity by defining types of electric current and the electric modalities used in cosmetology.</u>	
<del>(C)</del>	<del>examine and apply basic principles of human anatomy to determine areas of potential problems and provide customized personal care services; and</del>	Covered in (A)
<del>(D)</del>	<del>Appraise compare marketing principles when selecting and using multi media to attract and retain clientele.</del>	Move to cosmetology II
(3)	The student <del>applies</del> <u>demonstrates knowledge of</u> the rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	Demonstrating knowledge conveys understanding
(A)	<del>apply</del> <u>implement emergency health and safety</u> policies and procedures <del>regarding health and safety;</del>	redundancy
(B)	<del>recognize</del> <u>research</u> risks and potentially hazardous situations <del>to maintain a clean safety record in compliance with TDLR when providing personal care services.</del>	
<del>(C)</del>	<del>perform at least one third of practical applications as required by the Texas Department of Licensing and Regulation or the governing body.</del>	Covered in (A)
<u>(C)</u>	<u>navigate TDLR website for exam eligibility, exam results, and student hours;</u>	
<u>(D)</u>	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school</u>	
(4)	The student <u>demonstrates an understanding in the use of</u> <del>describes the function and operates the</del> tools, equipment, technologies, <del>human resources</del> , and materials used in cosmetology. The student is expected to:	To include use of tools
<u>(A)</u>	<u>employ safe and effective use of tools to enhance client services;</u>	Expand details for 4
<u>(B)</u>	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	Expand details for 4
<u>(C)</u>	<u>use available technology sources effective in a professional salon setting; and</u>	Expand details for 4
<u>(D)</u>	<u>apply universal precautions in disposal of hazardous materials.</u>	Expand details for 4

(A)	<del>locate and compare vendor and sole source provider resources to maximize benefits for personal care clients, businesses, or organizations;</del>	Move to 5
(B)	<del>plan the range of personal care resources needed for business practice in order to access resources at appropriate times; and</del>	Covered in (A)
(C)	<del>plan and maintain the range of human resources needed for efficient business practice.</del>	Covered in (A)
(5)	The student <u>applies</u> <del>integrates</del> the academic <u>knowledge</u> and <del>technical knowledge</del> and <u>practical</u> <del>skills for cosmetology</del> to simulated and actual work situations. The student is expected to:	Improve language; update practical from technical to reflect language in the licensing exam
(A)	<u>apply client consultation skills</u> <del>analyze and to</del> guide individuals in recognizing concerns and making informed decisions <del>to select personal care services;</del>	Improve language
(B)	<del>create an individualized plan that reflects client preferences, needs, and interests in order to follow a course of treatment or action;</del>	Covered in 5A
(C)	<del>apply time management principles and techniques to achieve objectives and effectively serve clients;</del>	Covered in 1
(D)(B)	<del>review</del> <u>document</u> client satisfaction <del>with solutions</del> , procedures, and products to <del>enhance</del> <u>facilitate ease of consultation in</u> future <del>services and interactions</del> <u>appointments</u> ;	Client cards must be review and documented, to repeat the same results
(E)	<del>implement ethical and legal conduct while working in the personal care industry; and</del>	Covered in 1
(F)	<del>execute actions that comply with legal requirements for personal liability to guide personal conduct in the personal care services setting.</del>	Covered in 1
(F)(C)	locate and compare vendors <del>and sole source provider resources</del> to maximize benefits for personal care clients, businesses, or organizations;	Sole source does not maximize benefits
(D)	<u>demonstrate understanding and proficiency of basic haircuts such as zero degree, forty-five degree, and ninety degree, and one-eighty;</u>	To add exam elements
(E)	<u>perform basic manicure, facial, mock chemical service application as required for the state practical exam; and</u>	To add exam elements
(F)	<u>execute shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam.</u>	To add exam elements



§130.253. Cosmetology II (2-3 Credits).		
TEKS with edits		Committee Comments
(a)	<b>General requirements.</b> This course is recommended for students in Grades 11-12. Prerequisite: Cosmetology I.	In the best interest of individual districts and their students, this committee recommends that course credit be flexible. Individual districts statewide may choose to provide credit as it pertains to their daily class schedule and structure. If SBOE insist on a solid credit the committee recommends (3) three credits.
(b)	<b>Introduction.</b>	Working on the common language for CTE and cluster overview.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	<u>Cosmetology II s</u> <del>Students review will demonstrate proficiency in academic, technical, and practical knowledge and skills related to cosmetology. This course</del> <u>The content is designed to provide the advanced occupational skills required for licensure. training required for employment in cosmetology careers.</u> <del>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. sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems.</del>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	

(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship;</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services;</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers;</u>	
(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	
(J)	<u>employ leadership skills within a classroom or community setting to maintain positive relationships; and</u>	
(K)	<u>demonstrate knowledge of practical skills such as manicure, pedicure, or hairstyling.</u>	
(+)	<del>The student consolidates the employability characteristics of a successful worker in the workplace. The student is expected to:</del>	Covered in (1)
(A)	<del>Evaluate demonstrate leadership skills within a community setting to maintain positive relationships that enhance personal care business opportunities;</del>	Need to be seen
(B)	<del>estimate cost effective resources and manage time to assist with planning the delivery of services;</del>	Time is factored in with cost of service
(C)	<del>Review practice technical knowledge and skills required to be successful in careers in the human services area;</del>	Put your hands on it, TDLR no longer require that we complete Practical Applications
(D)	<del>assess time management principles and techniques to achieve objectives and effectively serve clients;</del>	Combined with (B)
(E)	<del>create and maintain records, including electronic records, of client services using safeguarding procedures to store and retrieve personal care client information;</del>	Covered in 5
(F)	<del>integrate logical reasoning in a variety of ethical workplace situations in order to make sound decisions; and</del>	When you complete (A) (B) and (C) you have integrated logical reasoning

(G)	<del>assess written organizational policies and procedures and Texas department of license and regulation to help employees perform their jobs according to employer rules and expectations.</del>	Organizational whomever you work or attend school TDLR needs to stand alone
(2)	The student <del>consolidates</del> <u>applies</u> academic skills to <u>the field</u> <del>satisfy the requirements</del> of cosmetology. The student is expected to:	
(A)	<u>defend the importance of anatomy and physiology to the cosmetology profession;</u>	Hands on application
(B)	<u>summarize the structure, composition, and growth of skin, nails, and hair;</u>	Hands on application
(C)	<u>test the principles of organic and inorganic chemistry;</u>	Hands on application
(D)	<u>evaluate solutions, suspensions, and emulsions that may be used during cosmetology services, such as shampoos, conditioners, and nail care products;</u>	Hands on application
(E)	<u>select chemical services to maintain a normal pH of hair and skin;</u>	Hands on application
(F)	<u>describe the chemistry and main ingredients of nail enhancements such as polymer powder, monomer liquid, UV gels and how they work;</u>	Hands on application
(G)	<u>explain how to prepare the hair for application and removal of extensions such as human or artificial hair;</u>	Hands on application
(H)	<u>formulate a salon infection control plan to maintain health and safety of employees and clients;</u>	Hands on application
(A)	<del>apply and defend principles of biology, identifying living tissues, anatomy and physiology cells, and organisms to provide and select safe and effective personal care products and services;</del>	To involve all biology an branches in one area
(B)	<del>merge principles of chemistry, explaining the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services;</del>	duplication
(C)	<del>design needed services based upon request of clientele on the basic principles of human anatomy in order to provide needed personal care services; and</del>	duplication
(D)	<del>critique marketing principles when selecting and using multimedia to attract and retain clientele.</del>	<del>All types of advertising to promote your business</del>
(3)	The student <del>implements</del> <u>demonstrates knowledge of</u> rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:	Improve language
(A)	<del>apply and defend emergency</del> <u>health and safety</u> policies and procedures <del>regarding health and safety;</del>	Improve language
(B)	<u>recognize evaluate</u> risks, including potentially hazardous situations, <del>to maintain a clean record of safety in compliance with TDLR when providing personal care services; and</del>	Increase rigor

(C)	<u>navigate TDLR website for exam eligibility, exam results, and student hours; and</u>	Add technology to increase student awareness
(D)	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.</u>	Add technology to increase student awareness
<del>(C)</del>	<del>perform and complete all practical requirements as required by the Texas Department of Licensing and Regulation or the governing body.</del>	No longer required by TDLR
(4)	The student <u>demonstrates a proficiency in the use of</u> <del>categories and judges both the function and application of the</del> tools, equipment, technologies, and materials used in cosmetology. The student is expected to:	Increase rigor and expand details
(A)	<u>employ safe and effective use of tools to enhance client services;</u>	More specificity in skills
(B)	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	More specificity in skills
(C)	<u>use available technology sources effective in a professional salon setting;</u>	More specificity in skills
(D)	<u>apply universal precautions in disposal of hazardous and non-hazardous materials; and</u>	More specificity in skills
(E)	<u>formulate client services based on the correct use of materials such as quality and quantity.</u>	More specificity in skills
<del>(A)</del>	<del>examine explain how to access and rank vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;</del>	Access vendors how to find them and what they can offer you.
<del>(B)</del>	<del>justify systems needed to obtain the range of personal care resources needed for business practice and explain how to access resources at appropriate times;</del>	Why a particular vendor is used
<del>(C)</del>	<del>use technology resources to analyze data and information in order to make appropriate recommendations and conclusions for personal care services;</del>	Covered by (C)
<del>(D)</del>	<del>evaluate techniques, principles, tools, and instruments used to develop efficient and safe delivery of appropriate recommendation and conclusions for a client services to enhance client satisfaction;</del>	Covered by 4
<del>(E)</del>	<del>explore principles of mechanics when choosing, evaluating, and maintaining service equipment to provide continued client services and examine emerging technologies;</del>	Covered by (C)
<del>(F)</del>	<del>critique administrative or clerical procedures and systems to provide client satisfaction; and</del>	Covered in (C)
<del>(G)</del>	<del>consolidate various methods of obtaining feedback from clients to understand their expectations and promote high quality standards.</del>	Covered in 5
(5)	The student <u>applies</u> <del>merges the concepts and skills</del> <u>the academic knowledge and practical skills of</u> <del>cosmetology</del> to simulated and actual work situations. The student is expected to:	Increase rigor
(A)	<u>appraise client desires to assist with formulation of personal care services;</u>	Increase the rigor

(A)	<del>design personal care services for individuals by recognizing and making informed decisions according to client needs and concerns;</del>	
(B)	<del>create an individualized plan that reflects client preferences, needs, and interests in order to create a course of treatment or action;</del>	Covered in (A)
(C)(B)	<del>evaluate</del> judge client satisfaction by <del>identifying</del> recording solutions, procedures, and products to enhance future services and client interactions;	Increase rigor
(D)	<del>implement organizational policies, procedures, Texas Department of License and Regulations and regulations to establish personal care organization priorities, accomplish an identified mission, and provide high quality service to attract new and retain present clientele diverse clients;</del>	Using the rules allowed how do you give services, identify the mission and provide high quality service to attract and retain clientele
(E)	<del>investigate and evaluate industry trends, information, and resources to attract new clientele and satisfy and retain present clientele remain current with changing techniques; and</del>	Looking in to industry to see what is changing
(F)	<del>synthesize client information to attract new clientele and retain present clientele.</del>	Covered by (C)
(C)	<u>utilize vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;</u>	From 4
(D)	<u>demonstrate mastery of basic haircuts such as zero degree, forty-five degree, ninety degree, one hundred eighty degree, and men's clipper cut;</u>	To add exam elements
(E)	<u>display proficiency of a manicure, facial, mock chemical service application as required for the state practical exam; and</u>	To add exam elements
(F)	<u>master the technique of shampooing, permanent waving, curl demonstration, blow drying, and thermal curling service as required for the state practical exam.</u>	To add exam elements
(6)	<u>The student analyzes career paths within the cosmetology industry. The student is expected to:</u>	To educate on career pathways
(A)	<u>explore marketing techniques when selecting and using multimedia to attract and retain clientele.</u>	All types of advertising to promote your business
(B)	<u>formulate salon service menu based upon current industry trends</u>	To educate on career pathways
(C)	<u>consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards.</u>	To educate on career pathways
(D)	<u>create employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations</u>	To educate on career pathways
(E)	<u>analyze the role of professional organizations in cosmetology professions</u>	To educate on career pathways

## Principles of Cosmetology Design and Color Theory (One Credit).

TEKS		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 9-10. Recommended prerequisite: Principles of Human Services. This course satisfies a fine arts credit for graduation. Student may begin to earn Texas Department of Licensing and Regulation Hours towards a Cosmetology Operator License.</u>	Committee recommendation for this new cosmetology course is to enable our cosmetology students to fulfill the fine arts graduation requirement by enrollment and completion of this course.
(b)	<u>Introduction. Students who enroll in Cosmetology Design and Color Theory 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. Students need to develop knowledge and skills regarding the principles of color theory as it relates to the art of cosmetology.</u>	Committee recommends allowing qualified trade and industrial certified cosmetology teachers the opportunity to offer this course for fine arts credit. However, if the SBOE feels that the course needs to be co-taught by a team of a fine arts teacher and cosmetology teacher, we feel that would be a good alternative solution.
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	Vocational Cosmetology students frequently have to complete graduation requirements off campus during the summer at an additional cost.
(2)	<u>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, and consumer services.</u>	Cosmetology students have always completed instruction in fine arts relevant content that should fulfill the fine arts requirement. They have simply not been receiving credit for fine arts because the perception is that a cosmetology teacher is not qualified to offer the credit. The same is true of speech and PE. Many of our students graduate with 8-12 elective only credits by participation in Cosmetology.

(3)	<u>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, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation 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.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<b><u>Knowledge and skills.</u></b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services; and</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers.</u>	
(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	

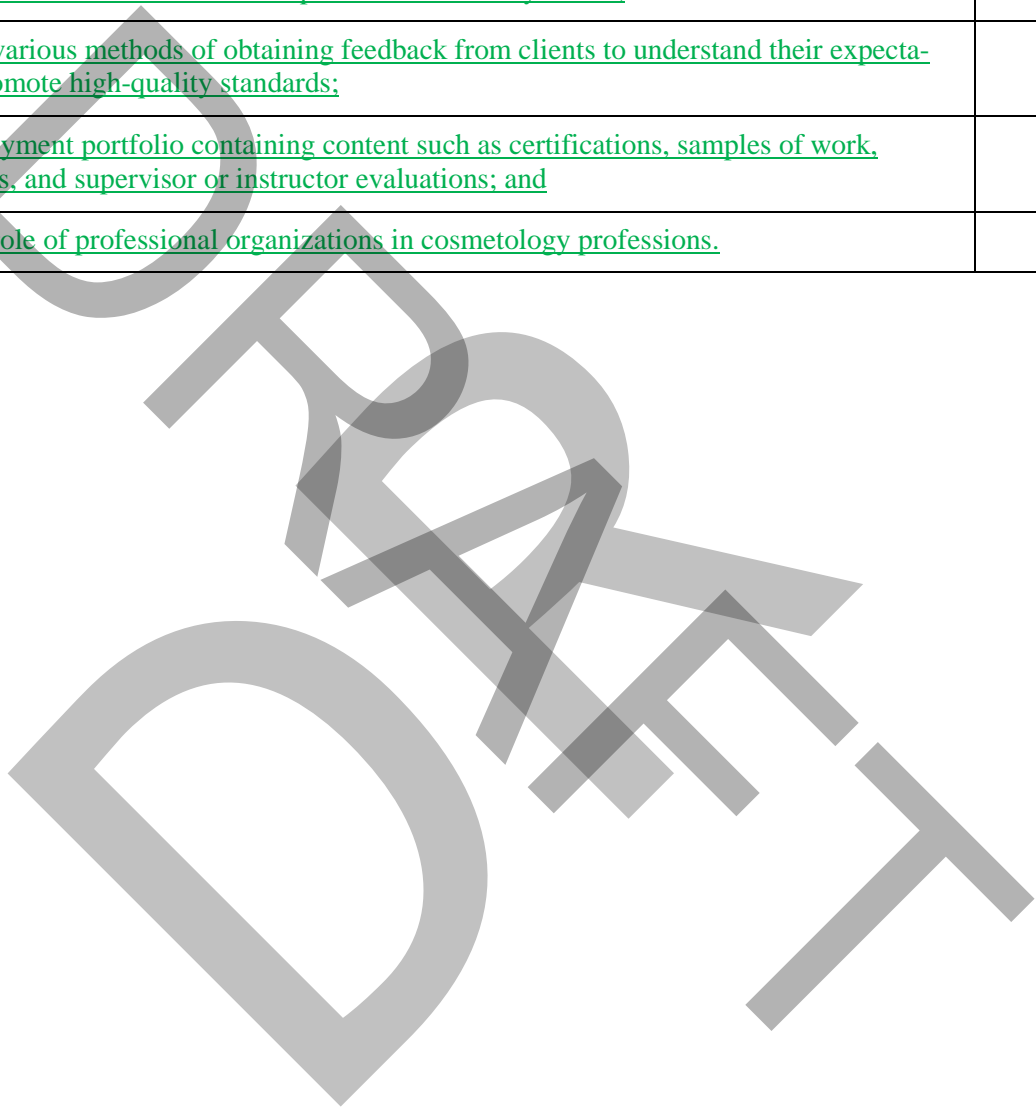


(J)	<u>employ leadership skills within a classroom or community setting to maintain positive relationships;</u>	
(2)	<u>The student applies academic skills to the field of cosmetology design and color theory. The student is expected to:</u>	
(A)	<u>recognize elements of hair design such as lines, form, space, design texture and color;</u>	
(B)	<u>investigate and identify lines that create width and length;</u>	
(C)	<u>explain the position of diagonal and curved lines to emphasize or minimize facial features;</u>	
(D)	<u>identify different facial shapes and their importance to hair design;</u>	
(E)	<u>explore the significance and function of parallel lines in hair design;</u>	
(F)	<u>judge the relevance of contrasting and transitional lines in hair design;</u>	
(G)	<u>explain the importance of knowledge of color theory as it applies to the cosmetology field;</u>	
(H)	<u>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;</u>	
(I)	<u>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;</u>	
(J)	<u>justify the selection of color process as it pertains to skin tone and eye color;</u>	
(K)	<u>create a logical structure for color; and</u>	
(L)	<u>make use of primary, secondary and tertiary colors as they relate to the field of cosmetology.</u>	
(3)	<u>The student demonstrates knowledge of the rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:</u>	
(A)	<u>apply health and safety policies and procedures;</u>	
(B)	<u>recognize risks and potentially hazardous situations in compliance with TDLR;</u>	
(C)	<u>navigate TDLR website for exam eligibility, exam results, and student hours; and</u>	



(D)	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.</u>	
(4)	<u>The student demonstrates an 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:</u>	
(A)	<u>create a digital portfolio of design elements that are relevant to the cosmetology field;</u>	
(B)	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	
(C)	<u>use available technology sources effective in a professional salon setting; and</u>	
(D)	<u>apply universal precautions in disposal of hazardous materials.</u>	
(5)	<u>The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:</u>	
(A)	<u>apply client consultation skills to guide individuals in recognizing concerns and making informed decisions;</u>	
(B)	<u>document client satisfaction with procedures, and products to facilitate ease of consultation in future appointments;</u>	
(C)	<u>locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations;</u>	
(D)	<u>demonstrate understanding and proficiency of complementary colors;</u>	
(E)	<u>execute application procedure of artificial hair color such as virgin tint to darken, bleach re-touch, virgin tint to lighten and dimensional color services such as cap highlighting, foil highlighting and low-lighting;</u>	
(F)	<u>explore the use of different types of hair colors such as demi-permanent color, permanent color, semi permanent color, temporary color, toners and fillers;</u>	
(G)	<u>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</u>	
(H)	<u>utilize natural products to color the hair such as henna or vegetable dyes.</u>	
(6)	<u>The student analyzes career paths within the cosmetology industry. The student is expected to:</u>	

(A)	<u>explore marketing techniques when selecting and using multimedia to attract and retain clientele;</u>	
<del>(B)</del>	<u>formulate salon service menu based upon current industry trends;</u>	
(C)	<u>consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;</u>	
(D)	<u>create employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and</u>	
(E)	<u>analyze the role of professional organizations in cosmetology professions.</u>	



<b>Esthetician Specialist (Three Credits).</b>		
	TEKS with edits	Committee Comments
(a)	<b>General requirements.</b> This course is recommended for students in Grades 11-12.	
(b)	<b>Introduction.</b>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	<u>Esthetics 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, TDLR rules and regulations, use of tools, equipment, technologies and materials, and practical skills</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<b>Knowledge and skills.</b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship;</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services;</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers;</u>	

(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	
(J)	<u>employ leadership skills within a classroom or community setting to maintain positive relationships; and</u>	
(K)	<u>demonstrate knowledge of practical skills such as basic facials, facial massage and treatments.</u>	
(2)	<u>The student applies academic skills to the field of esthetics. The student is expected to:</u>	
(A)	<u>defend the importance of anatomy, physiology, skin disorders and diseases to the esthetics profession;</u>	
(B)	<u>summarize the structure, composition, and growth of skin;</u>	
(C)	<u>test the principles of organic and inorganic chemistry;</u>	
(D)	<u>evaluate solutions, suspensions, and emulsions that may be used during esthetics services, such as facials, hair removal; makeup application, and maintenance of the skin;</u>	
(E)	<u>describe the chemistry and main ingredients of facial treatments and products; and</u>	
(F)	<u>formulate a salon infection control plan to maintain health and safety of employees and clients;</u>	
(3)	<u>The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:</u>	
(A)	<u>apply health and safety policies and procedures;</u>	
(B)	<u>recognize risks and potentially hazardous situations in compliance with TDLR;</u>	
(C)	<u>navigate TDLR website for exam eligibility, exam results, and student hours; and</u>	
(D)	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.</u>	
(4)	<u>The student demonstrates a proficiency in the use of tools, equipment, technologies, and materials used as an esthetician. The student is expected to:</u>	
(A)	<u>employ safe and effective use of tools to enhance client services;</u>	
(B)	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	
(C)	<u>use available technology sources effective in a professional salon setting; and</u>	
(D)	<u>apply universal precautions in disposal of hazardous and nonhazardous materials; and</u>	

(E)	<u>formulate client services based on the correct use of materials such as quality and quantity.</u>	
(5)	<u>The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:</u>	
(A)	<u>appraise client desires to assist with formulation of personal care service;</u>	
(B)	<u>judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions;</u>	
(C)	<u>utilize vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;</u>	
(D)	<u>demonstrate mastery of basic facial treatments such as facial massage, extraction, steam facials, masks, and exfoliation;</u>	
(E)	<u>develop skill in the application of facial makeup such as eyelashes, cosmetics, lash and brow tints;</u>	
(F)	<u>Employ safe and effective use of advanced facial treatments such as chemical and enzyme peels, high frequency galvanic current, vacuuming and brushing; and</u>	
(G)	<u>Explore the effects of color theory and aromatherapy.</u>	
(6)	<u>The student analyzes career paths within the cosmetology industry. The student is expected to:</u>	
(A)	<u>explore marketing techniques when selecting and using multimedia to attract and retain clientele;</u>	
(B)	<u>formulate salon service menu based upon current industry trends;</u>	
(C)	<u>consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;</u>	
(D)	<u>create employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and</u>	
(E)	<u>analyze the role of professional organizations in cosmetology professions.</u>	

## Eyelash Extension Specialist (Two Credits)

TEKS		Committee Comments
(a)	<b>General requirements.</b> This course is recommended for students in Grades 11-12. Recommended prerequisite: <u>Introduction to Cosmetology.</u>	committee recommends this new course to offer students more opportunities for in demand industry occupations and certifications.
(b)	<b>Introduction.</b> Eyelash Extension Curriculum will include a minimum of 320 contact hours as required by the Texas Department of Licensing and Regulation to prepare the student for certification as an eyelash extension specialist. Instruction will include occupational health and safety practices, eyelash extension application and removal procedures, as well as the study of infectious disease and proper sanitation practices.	
(1)	CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2)	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, and consumer services.	
(3)	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, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation 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)	<b>Knowledge and skills.</b>	
(1)	The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	

(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services; and</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers.</u>	
(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	
(J)	<u>employ leadership skills within a classroom or community setting to maintain positive relationships;</u>	
(K)	<u>demonstrate knowledge of practical skills such as the application or removal of eyelash extensions;</u>	
(2)	<u>The student applies academic skills to the field of eyelash extensions. The student is expected to:</u>	
(A)	<u>recognize infectious or contagious diseases of the eye;</u>	
(B)	<u>investigate and identify adverse allergic reactions to materials;</u>	
(C)	<u>explain the eyelash growth cycle and selection process;</u>	
(D)	<u>identify different eye shapes and their importance to the eyelash extension application service;</u>	
(E)	<u>explore the chemistry of materials as they relate to the eyelash extension application service;</u>	
(F)	<u>formulate a salon infection control plan to maintain health and safety of employees and clients;</u>	
(G)	<u>explain the importance of a thorough client consultation and eyelash evaluation;</u>	
(H)	<u>document the scope of client services such as timing and cost of service, frequency and measures taken for client protection; and</u>	

(1)	<u>explain the principles and practices of infection control, including bacterial disorders, classification of pathogens, and diseases and/or viruses.</u>	
(3)	<u>The student demonstrates knowledge of the rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:</u>	
(A)	<u>apply health and safety policies and procedures;</u>	
(B)	<u>recognize risks and potentially hazardous situations in compliance with TDLR;</u>	
(C)	<u>navigate TDLR website for exam eligibility, exam results, and student hours; and</u>	
(D)	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.</u>	
(4)	<u>The student demonstrates an proficiency in the use of tools, equipment, technologies, and materials used in eyelash extensions. The student is expected to:</u>	
(A)	<u>employ safe and effective use of tools to enhance client services;</u>	
(B)	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	
(C)	<u>use available technology sources effective in a professional salon setting; and</u>	
(D)	<u>apply universal precautions in disposal of hazardous materials.</u>	
(5)	<u>The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:</u>	
(A)	<u>apply client consultation skills to guide individuals in recognizing concerns and making informed decisions;</u>	
<del>(B)</del>	<u>document client satisfaction with procedures, and products to facilitate ease of consultation in future appointments;</u>	
(C)	<u>locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations;</u>	
(D)	<u>demonstrate understanding and proficiency of eyelash extension application procedures;</u>	
(E)	<u>exhibit eyelash extension isolation procedure;</u>	
(F)	<u>execute eyelash separation procedure; and</u>	
(G)	<u>demonstrate client education skills needed for proper home maintenance.</u>	



<u>(6)</u>	<u>The student analyzes career paths within the cosmetology industry. The student is expected to:</u>	
<u>(A)</u>	<u>explore marketing techniques when selecting and using multimedia to attract and retain clientele;</u>	
<u>- (B)</u>	<u>formulate salon service menu based upon current industry trends;</u>	
<u>(C)</u>	<u>consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;</u>	
<u>(D)</u>	<u>create employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and</u>	
<u>(E)</u>	<u>analyze the role of professional organizations in cosmetology professions.</u>	

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## Hair Braiding Certificate (1 Credit).

TEKS		Committee Comments
(a)	<u>General requirements.</u> This course is recommended for students in Grades 11-12. Recommended prerequisite: Introduction to Cosmetology.	committee recommends this new course to offer students more opportunities for in demand industry occupations and certifications.
(b)	<u>Introduction.</u> Hair Braiding Certificate Curriculum will include a minimum of 35 contact hours as required by the Texas Department of Licensing and Regulation to prepare the student for issuance of a hair braiding certificate. Instruction will include selection and trimming of artificial hair as applicable to the braiding process, tools and equipment, types and patterns of braids as well as the study of infectious disease and proper sanitation practices.	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	<u>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, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation 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.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	

(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services; and</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers.</u>	
(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	
(J)	<u>employ leadership skills within a classroom or community setting to maintain positive relationships.</u>	
(K)	<u>demonstrate knowledge of practical skills such as the application or removal of hair braids.</u>	
(2)	<u>The student applies academic skills to the field of hair braiding. The student is expected to:</u>	
(A)	<u>recognize hair and scalp disorders and diseases such as dandruff, alopecia, fungal infections, infestations</u>	
(B)	<u>investigate and identify adverse allergic reactions to materials;</u>	
(C)	<u>explain the growth pattern and cycle of the hair;</u>	
(D)	<u>identify hair structure, composition and texture;</u>	
(E)	<u>explore and recommend hair styles for client satisfaction;</u>	
(F)	<u>formulate a salon infection control plan to maintain health and safety of employees and clients;</u>	
(G)	<u>explain the importance of a thorough hair and scalp analysis;</u>	

(H)	<u>document the effects of physical treatments on the hair; and</u>	
(I)	<u>explain the principles and practices of infection control, including bacterial disorders, classification of pathogens, and diseases and/or viruses;</u>	
(3)	<u>The student demonstrates knowledge of the rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:</u>	
(A)	<u>apply health and safety policies and procedures</u>	
(B)	<u>recognize risks and potentially hazardous situations in compliance with TDLR</u>	
(C)	<u>navigate TDLR website for exam eligibility, exam results, and student hours;</u>	
(D)	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school</u>	
(4)	<u>The student demonstrates an proficiency in the use of tools, equipment, technologies, and materials used in hair braiding. The student is expected to:</u>	
(A)	<u>employ safe and effective use of tools to enhance client services;</u>	
(B)	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	
(C)	<u>use available technology sources effective in a professional salon setting;</u>	
(D)	<u>apply universal precautions in disposal of hazardous materials; and</u>	
(E)	<u>formulate client services based on the correct use of materials such as quality and quantity.</u>	
(5)	<u>The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:</u>	
(A)	<u>apply client consultation skills to guide individuals in recognizing concerns and making informed decisions;</u>	
<del>(B)</del>	<u>document client satisfaction with procedures, and products to facilitate ease of consultation in future appointments;</u>	
(C)	<u>locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations;</u>	
(D)	<u>demonstrate understanding and proficiency of hair braiding procedures including different types of tools and/or equipment such as combs, yarn and thread;</u>	

(E)	<u>exhibit types and patterns of braids such as twists, knots, multiple strands, corn rows and hair locking;</u>	
(F)	<u>execute safe braid removal and scalp care;</u>	
(G)	<u>explore various materials for extensions such as artificial hair; and</u>	
(H)	<u>demonstrate client education skills needed for proper home maintenance.</u>	
(6)	<u>The student analyzes career paths within the cosmetology industry. The student is expected to:</u>	
(A)	<u>explore marketing techniques when selecting and using multimedia to attract and retain clientele;</u>	
<del>(B)</del>	<u>formulate salon service menu based upon current industry trends;</u>	
(C)	<u>consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;</u>	
(D)	<u>create employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and</u>	
(E)	<u>analyze the role of professional organizations in cosmetology professions.</u>	

<b>Hair Weaving Specialist (Two Credits).</b>		
TEKS		Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 11-12. Recommended prerequisite: Introduction to Cosmetology.</u>	committee recommends this new course to offer students more opportunities for in demand industry occupations and certifications.  In the best interest of individual districts and their students, this committee recommends that course credit be flexible. Individual districts statewide may choose to provide credit as it pertains to their daily class schedule and structure.
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	<u>Hair Weaving Curriculum will include a minimum of 300 contact hours as required by the Texas Department of Licensing and Regulation to prepare the student for issuance of a hair braiding certificate. Instruction will include hair weaving, wefts and extensions, well as the study of infectious disease and proper sanitation practices. 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, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation 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.</u>	

(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<b><u>Knowledge and skills.</u></b>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services; and</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers.</u>	
(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	
(J)	<u>employ leadership skills within a classroom or community setting to maintain positive relationships.</u>	
(K)	<u>demonstrate knowledge of practical skills such as the application or removal of hair weave and/or weft.</u>	

<u>(2)</u>	<u>The student applies academic skills to the field of hair weaving. The student is expected to:</u>	
<u>(A)</u>	<u>recognize hair and scalp disorders and diseases such as dandruff, alopecia, fungal infections, infestations</u>	
<u>(B)</u>	<u>investigate and identify adverse allergic reactions to materials;</u>	
<u>(C)</u>	<u>explain the growth pattern and cycle of the hair;</u>	
<u>(D)</u>	<u>identify the structure and composition of the skin and hair;</u>	
<u>(E)</u>	<u>justify and recommend hair styles for client satisfaction</u>	
<u>(F)</u>	<u>explain the importance of a thorough hair and scalp analysis;</u>	
<u>(G)</u>	<u>document the effects of physical treatments on the hair;</u>	
<u>(H)</u>	<u>explain the principles and practices of infection control, including bacterial disorders, classification of pathogens, and diseases and/or viruses;</u>	
<u>(3)</u>	<u>The student demonstrates knowledge of the rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:</u>	
<u>(A)</u>	<u>apply health and safety policies and procedures</u>	
<u>(B)</u>	<u>recognize risks and potentially hazardous situations in compliance with TDLR</u>	
<u>(C)</u>	<u>navigate TDLR website for exam eligibility, exam results, and student hours;</u>	
<u>(D)</u>	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school</u>	
<u>(4)</u>	<u>The student demonstrates an proficiency in the use of tools, equipment, technologies, and materials used in hair braiding. The student is expected to:</u>	
<u>(A)</u>	<u>employ safe and effective use of tools to enhance client services;</u>	
<u>(B)</u>	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	



<u>(C)</u>	<u>use available technology sources effective in a professional salon setting; and</u>	
<u>(D)</u>	<u>apply universal precautions in disposal of hazardous materials.</u>	
<u>(5)</u>	<u>The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:</u>	
<u>(A)</u>	<u>apply client consultation skills to guide individuals in recognizing concerns and making informed decisions</u>	
<u>-(B)</u>	<u>document client satisfaction with procedures, and products to facilitate ease of consultation in future appointments</u>	
<u>(C)</u>	<u>locate and compare vendors to maximize benefits for personal care clients, businesses, or organizations</u>	
<u>(D)</u>	<u>demonstrate understanding and proficiency of hair weaving procedures including different types of tools and/or equipment such as combs, yarn and thread</u>	
<u>(E)</u>	<u>exhibit types and patterns of braids such as twists, knots, multiple strands, corn rows and hair locking</u>	
<u>(F)</u>	<u>execute safe extension removal and scalp care;</u>	
<u>(G)</u>	<u>explore various materials for extensions and wefts such as artificial or human hair;</u>	
<u>(H)</u>	<u>investigate methods of repair of hair weaving, removal of weft;</u>	
<u>(I)</u>	<u>perform hand and mechanical finishing of hair ends;</u>	
<u>(J)</u>	<u>complete client, weft and extension maintenance and/or treatments such as shampooing, conditioning, semi-permanent color or weekly rinses;</u>	
<u>(K)</u>	<u>demonstrate client education skills needed for proper home maintenance.</u>	

<b>Manicure Specialist (Three Credits).</b>		
	TEKS with edits	Committee Comments
(a)	<u>General requirements. This course is recommended for students in Grades 11-12.</u>	
(b)	<u>Introduction.</u>	
(1)	<u>CTE instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.</u>	
(2)	<u>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, and consumer services.</u>	
(3)	<u>Manicure specialist 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, TDLR rules and regulations, use of tools, equipment, technologies and materials, and practical skills.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>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.</u>	
(c)	<u>Knowledge and skills.</u>	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>demonstrate professionalism in how to dress appropriately, speak politely, and conduct ones' self in a manner appropriate for the profession and work site;</u>	
(B)	<u>employ the ability to be trustworthy by complying with an ethical course of action;</u>	
(C)	<u>comply with all applicable rules, laws and regulations;</u>	
(D)	<u>use conflict management skills to avoid potential or perceived conflict;</u>	
(E)	<u>investigate employment opportunities, including entrepreneurship;</u>	
(F)	<u>evaluate data or outcome of a broad range of personal care services;</u>	
(G)	<u>demonstrate effective oral and written communication skills with diverse individuals including coworkers, management, and customers;</u>	

(H)	<u>develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing workflow under pressure, and completion of work related activities in a timely manner;</u>	
(I)	<u>exercise personal ownership over the quantity and quality of individual performance and team assignment;</u>	
(J)	<u>employ leadership skills within a classroom or community setting to maintain positive relationships; and</u>	
(K)	<u>demonstrate knowledge of practical skills such as manicure, pedicure, and artificial nail enhancements.</u>	
(2)	<u>The student applies academic skills to the field of manicuring. The student is expected to:</u>	
(A)	<u>defend the importance of anatomy, physiology, nail disorders and diseases to the manicuring profession;</u>	
(B)	<u>summarize the structure, composition, and growth of skin and nails;</u>	
(C)	<u>test the principles of organic and inorganic chemistry;</u>	
(D)	<u>evaluate solutions, suspensions, and emulsions that may be used during manicuring services, such as manicures, pedicures, and artificial nail enhancements;</u>	
(E)	<u>describe the chemistry and main ingredients of nail enhancements such as polymer powder, monomer liquid, UV gels and how they work; and</u>	
(F)	<u>formulate a salon infection control plan to maintain health and safety of employees and clients.</u>	
(3)	<u>The student demonstrates knowledge of rules and regulations established by the Texas Department of Licensing and Regulation (TDLR). The student is expected to:</u>	
(A)	<u>apply health and safety policies and procedures;</u>	
(B)	<u>recognize risks and potentially hazardous situations in compliance with TDLR;</u>	
(C)	<u>navigate TDLR website for exam eligibility, exam results, and student hours; and</u>	
(D)	<u>identify licensure and renewal requirements of the licensee or licensed cosmetology establishment or school.</u>	
(4)	<u>The student demonstrates a proficiency in the use of tools, equipment, technologies, and materials used as a manicure specialist. The student is expected to:</u>	
(A)	<u>employ safe and effective use of tools to enhance client services;</u>	
(B)	<u>utilize ergonomically designed equipment to promote professional efficiency;</u>	
(C)	<u>use available technology sources effective in a professional salon setting;</u>	

(D)	<u>apply universal precautions in disposal of hazardous and nonhazardous materials; and</u>	
(E)	<u>formulate client services based on the correct use of materials such as quality and quantity.</u>	
(5)	<u>The student applies the academic knowledge and practical skills to simulated and actual work situations. The student is expected to:</u>	
(A)	<u>appraise client desires to assist with formulation of personal care service;</u>	
(B)	<u>judge client satisfaction by recording solutions, procedures, and products to enhance future services and client interactions;</u>	
(C)	<u>utilize vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;</u>	
(D)	<u>demonstrate mastery of manicure and pedicure techniques such as trimming, shaping, buffing, polishing nails, massage and manipulation; and</u>	
(E)	<u>master the application of nail tips, wraps, acrylic, gel, and nail art.</u>	
(6)	<u>The student analyzes career paths within the cosmetology industry. The student is expected to:</u>	
(A)	<u>explore marketing techniques when selecting and using multimedia to attract and retain clientele;</u>	
(B)	<u>formulate salon service menu based upon current industry trends;</u>	
(C)	<u>consolidate various methods of obtaining feedback from clients to understand their expectations and promote high-quality standards;</u>	
(D)	<u>create employment portfolio containing content such as certifications, samples of work, achievements, and supervisor or instructor evaluations; and</u>	
(E)	<u>analyze the role of professional organizations in cosmetology professions.</u>	