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

Subchapter J. Human Services

Statutory Authority: The provisions of this Subchapter J issued under the Texas Education Code, §§7.102(c)(4), 28.002, 28.0022, and 28.025, unless otherwise noted.

§130.241. Implementation of Texas Essential Knowledge and Skills for Human Services.

The provisions of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year.

Source: The provisions of this §130.241 adopted to be effective August 23, 2010, 34 TexReg 5929.

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

(a) General requirements. This course is recommended for students in Grades 9-12.

(b) Introduction.

(1) 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, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

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

(c) Knowledge and skills.

(1) 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) establish measurable short- and long-term goals for personal and professional life;

(C) describe personal management skills needed for productivity such as time and energy;

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

(E) analyze the significance of grooming and appearance in personal and professional settings;

(F) assess the relationship of wellness to achievement;

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

(H) evaluate appearance in personal and professional settings;

(I) apply clothing selection, maintenance, and repair skills to enhance career opportunities;

(J) practice leadership skills; and

(K) demonstrate effective communication skills.

(2) 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) employ technology to manage resources;

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

(D) investigate sustainable techniques for managing resources;

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

(A) determine types of crises;

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

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

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

(E) identify the contributing factors and describe the impact of stress on individuals and relationships;

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

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

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

(4) 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) evaluate developmentally appropriate guidance techniques for children;

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

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

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

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

(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) analyze dietary practices across the life span; and

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

(6) 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.

Source: The provisions of this §130.242 adopted to be effective August 23, 2010, 34 TexReg 5929.

§130.243. Dollars and Sense (One-Half to One Credit).

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.

(b) Introduction. 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.

(c) Knowledge and skills.

(1) 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.

(2) 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 bank accounts available to consumers and the benefits of maintaining a bank account;

(H) demonstrate the ability to balance a check book;

(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.

(3) 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.

(4) 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.

(5) 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.

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

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

(B) analyze opportunities for employment and entrepreneurial endeavors;

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

(D) investigate professional organizations for consumer services.

Source: The provisions of this §130.243 adopted to be effective August 23, 2010, 34 TexReg 5929.

§130.244. Interpersonal Studies (One-Half to One Credit).

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.

(b) Introduction.

(1) 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.

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

(c) Knowledge and skills.

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

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

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

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

(2) 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.

(3) 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.

(4) 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.

(5) 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.

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

(A) discuss functions and roles of dating;

(B) analyze components of a successful marriage; and

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

(7) 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 influences family functions and relationships; and

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

(8) 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 effects 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.

(9) 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.

(10) 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.

(11) The student determines opportunities and preparation requirements for careers in counseling and mental health services. The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of counseling and mental health services;

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

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

(12) 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.

(13) 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.

Source: The provisions of this §130.244 adopted to be effective August 23, 2010, 34 TexReg 5929.

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

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services, Principles of Hospitality and Tourism, Principles of Health Science, or Principles of Education and Training.

(b) Introduction.

(1) 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.

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

(c) Knowledge and skills.

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

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

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

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

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

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

(A) describe the processes of digestion and metabolism;

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

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

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

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

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

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

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

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

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

(E) develop examples of therapeutic diets;

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

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

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

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

(J) read and interpret food labels; and

(K) examine and explain nutritional serving sizes.

(4) 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.

(5) 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.

(6) 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; and

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

(7) 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; and

(C) analyze entrepreneurial opportunities in nutrition.

Source: The provisions of this §130.245 adopted to be effective August 23, 2010, 34 TexReg 5929.

§130.246. Counseling and Mental Health (One to Two Credits).

(a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Principles of Human Services.

(b) Introduction. 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.

(c) Knowledge and skills.

(1) 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.

(2) 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.

(3) 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.

(4) 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.

(5) 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.

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

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

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

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

Source: The provisions of this §130.246 adopted to be effective August 23, 2010, 34 TexReg 5929.

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

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.

(b) Introduction.

(1) 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.

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

(c) Knowledge and skills.

(1) The student analyzes roles and responsibilities of parenting. The student is expected to:

(A) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;

(B) analyze relationship skills, including money management, communication skills, and marriage preparation;

(C) examine skills relating to the prevention of family violence;

(D) demonstrate first aid and cardiopulmonary resuscitation skills;

(E) assess the safety of purchases for children such as cribs, toys, clothing, and food; and

(F) explain factors that contribute to literacy.

(2) The student investigates components of optimal prenatal care and development. The student is expected to:

(A) identify signs and stages of pregnancy;

(B) analyze environmental and hereditary factors affecting fetal development such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development;

(C) describe nutritional needs prior to and during pregnancy such as impact of proteins, lipids, and carbohydrates on fetal brain development;

(D) analyze reasons for medical care and good health practices prior to and during pregnancy;

(E) critique technological advances on prenatal care and development such as sound waves used for sonograms, amniocentesis, and alpha-fetoprotein test; and

(F) analyze the process of labor and delivery.

(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs. The student is expected to:

(A) explain the physical, emotional, social, and intellectual needs of the infant;

(B) 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;

(C) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;

(D) identify typical growth and development of infants such as brain development and mental health;

(E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control;

(F) research the advantages of breast feeding; and

(G) 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.

(4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, and intellectual needs of the toddler;

(B) create play activities for a toddler's growth and development such as mathematics, science, physical movement, outdoor play, art, and music;

(C) identify patterns of typical growth and development of toddlers;

(D) 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

(E) work independently or collaboratively to prepare snacks or meals that meet nutritional guidelines for toddlers such as caloric, proteins, lipids, carbohydrates, and portion control.

(5) The student analyzes the growth and development of preschool children of diverse backgrounds, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, and intellectual needs of the preschool child;

(B) describe the role of play in a preschool child's growth and development;

(C) develop activities for meeting developmental needs of preschool children such as moderate to vigorous physical exercise, reading development, communication, listening skills, and self-reliance;

(D) 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;

(E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates, and portion control; and

(F) identify appropriate licensing regulations for preschools.

(6) The student analyzes the growth and development of school-age children of diverse backgrounds, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, and intellectual needs of the school-age child;

(B) analyze the role of the school environment on the growth and development of the school-age child;

(C) 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;

(D) investigate care and protection of school-age children such as child care, abuse, guidance, services and agencies, immunizations, and appropriate health care;

(E) develop activities appropriate for school-age children such as moderate to vigorous physical exercise, reading development, communication, listening skills, independence, conflict resolution, stress management, and self-discipline;

(F) work independently or collaboratively to create nutritious snacks or meals appropriate for school-age children to prepare, including considerations such as caloric requirements, proteins, lipids, carbohydrates, and portion control;

(G) explore careers involving school-age children;

(H) discuss legislation and public policies affecting children; and

(I) propose short-term and long-term career goals in child development.

Source: The provisions of this §130.247 adopted to be effective August 23, 2010, 34 TexReg 5929.

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

(a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Human Services and Child Development.

(b) Introduction.

(1) 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.

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

(c) Knowledge and skills.

(1) The student analyzes roles and responsibilities of caregivers. The student is expected to:

(A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children;

(B) apply ethical codes of conduct to positive role modeling behaviors;

(C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs;

(D) write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of coherent written communication between parents and children;

(E) investigate the legal responsibilities and laws involved in caring for children;

(F) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members;

(G) access resources available for effective management of multiple adult roles that affect child care;

(H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;

(I) analyze relationship skills, including money management, communication skills, and marriage preparation; and

(J) examine skills relating to the prevention of family violence.

(2) 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.

(3) 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) describe child guidance practices that contribute to the health and wellness of children such as requirements for rest, exercise, obesity prevention, public and personal safety, and sanitation;

(C) apply safe procedures in creating environments for children;

(D) prepare nutritious snacks or meals for children following the food guidelines in promoting children's health such as portion control, caloric requirements, and nutrient needs;

(E) determine resources available for managing the health care of children such as children's insurance, Children's Health Insurance Program, and county health clinics;

(F) recognize symptoms of children in family crisis situations; and

(G) discuss society's role in the protection of children and families.

(4) 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;

(B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children;

(C) describe strategies caregivers may use to encourage constructive and creative play;

(D) determine potential uses and management of technology, media, and resources to foster healthy child development; and

(E) determine safeguards to prevent misuse and abuse of technology and media with children.

(5) The student summarizes appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:

(A) identify the various types of guidance and the effects on children;

(B) determine appropriate guidance techniques;

(C) explain behaviors that may lead to child abuse; and

(D) identify strategies that deter abusive behavior.

(6) 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.

Source: The provisions of this §130.248 adopted to be effective August 23, 2010, 34 TexReg 5929.

§130.249. Family and Community Services (One-Half to One Credit).

(a) General requirements. This course is recommended for students in Grades 11-12. Recommended prerequisite: Principles of Human Services.

(b) Introduction.

(1) This laboratory-based course is designed to involve students in realistic and meaningful community-based activities through direct service 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.

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

(c) Knowledge and skills.

(1) The student explores careers in family services. The student is expected to:

(A) identify family services;

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

(C) research to find agencies, organizations, and churches offering family services in the student's area; and

(D) analyze demographic and community needs.

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

(A) demonstrate management practices facilitating individuals assuming multiple family, community, and wage-earner roles;

(B) evaluate personal leadership characteristics;

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

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

(E) evaluate and identify effective strategies and skills necessary to establish a collaborative relationship with others in community service settings; and

(F) plan and deliver focused and coherent presentations that convey clear and distinct perspective and demonstrate solid reasoning.

(3) The student develops and implements community service activities. The student is expected to:

(A) identify service projects applicable to a community;

(B) integrate student interest, abilities, and skills with appropriate community service projects;

(C) plan, develop, and implement volunteer activities that will benefit individuals, families, or the community;

(D) generate ideas and gather information relevant to a family and community services project keeping careful records of outside sources;

(E) demonstrate proficient use of volunteer skills;

(F) demonstrate safety practices related to community service or volunteer activities;

(G) demonstrate increasing ability to perform higher-order thinking skills through organizing and performing community service;

(H) practice techniques to ensure completion of a community service project;

(I) cite evidence of personal development through performing community service activities; and

(J) evaluate the effectiveness of implemented activities.

(4) The student analyzes factors influencing employability skills. The student is expected to:

(A) evaluate interests, abilities, and personal priorities related to career choices;

(B) apply the decision-making process to career selection;

(C) demonstrate effective verbal, nonverbal, and written communication skills;

(D) demonstrate positive human relations skills;

(E) demonstrate appropriate grooming, appearance, and etiquette for volunteer activities;

(F) exhibit ethical practices as defined for designated volunteer activities;

(G) describe community service experiences that contribute to career preparation;

(H) analyze future trends in community service;

(I) determine employment and entrepreneurial opportunities related to community service; and

(J) design a public relations campaign promoting volunteer activities.

(5) The student applies rigorous academic standards in implementing community service activities. The student is expected to:

(A) use effective reading strategies to evaluate topics from professional publications in family and community services;

(B) listen actively and effectively in all communication situations; and

(C) define the concept of socialization and analyze the role socialization plays in human development and behavior.

Source: The provisions of this §130.249 adopted to be effective August 23, 2010, 34 TexReg 5929.

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

(a) General requirements. This course is recommended for students in Grades 11-12.

(b) Introduction.

(1) Practicum in Human Services provides occupationally specific training and 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 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.

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

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

(c) Knowledge and skills.

(1) 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 an employment portfolio for use when applying for internships and work-based learning opportunities in human services careers;

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

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

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

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

(A) discuss human services research findings in everyday language keeping instruction at an appropriate level;

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

(C) use communication skills such as ability to empathize, motivate, listen attentively, speak courteously and respectfully, defuse client's anger or skepticism, resolve conflicting interests, and respond to client objections or complaints to the client's satisfaction;

(D) 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;

(E) evaluate client resources versus product costs and client risk tolerance level such as evaluating client resources versus cost, educating client about most beneficial choices, and recommending best products, plans, or services for the client;

(F) 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

(G) develop client recommendations using appropriate strategies such as analyzing client's assets and evaluating and choosing options for maximum return and minimum risk.

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

(A) manage numerical information such as using a calculator to add, subtract, multiply, or divide accurately;

(B) perform complex calculations accurately;

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

(D) use word-processing, database, spreadsheet, or presentation software to manage data;

(E) practice email applications to communicate within a workplace; and

(F) use specialized software to prepare needed documents accurately.

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

(A) examine global context and all aspects of industries and careers;

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

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

(5) The student establishes a physically and psychologically healthy environment to inspire client confidence in services provided. The student is expected to:

(A) identify locations suitable to offer human services safely such as accessibility to transportation, safety, and security of the location;

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

(C) create a psychologically suitable environment such as implementing elements of a non-threatening environment or using social skills needed for a diverse population;

(D) employ emergency procedures as necessary to provide aid in workplace accidents; and

(E) employ knowledge of response techniques to create a disaster and emergency response plan.

(6) 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.

(7) The student describes and observes ethical and legal responsibilities associated with providing human services to assure the best interests of clients. The student is expected to:

(A) 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;

(B) model ethical behaviors in the relationship with human services clients 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; and

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

(8) 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 customers using appropriate and relevant information.

(9) The student documents technical knowledge and skills. The student is expected to:

(A) update a professional portfolio to include:

(i) attainment of technical skill competencies;

(ii) licensures or certifications;

(iii) recognitions, awards, and scholarships;

(iv) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;

(v) abstract of key points of the practicum;

(vi) resumé;

(vii) samples of work; and

(viii) evaluation from the practicum supervisor; and

(B) present the portfolio to all interested stakeholders such as in a slide or poster presentation.

Source: The provisions of this §130.250 adopted to be effective August 23, 2010, 34 TexReg 5929.

§130.251. Introduction to Cosmetology (One-Half to One Credit).

(a) General requirements. This course is recommended for students in Grades 9-10.

(b) Introduction. Students explore 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 careers in the personal care services industry. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements.

(c) Knowledge and skills.

(1) The student implements the employability characteristics of a successful worker in the workplace. The student is expected to:

(A) identify employment opportunities, including entrepreneurship, and preparation requirements in the field of cosmetology services;

(B) investigate technical knowledge and skills required to be successful in careers in the personal care services area; and

(C) interpret patterns of current information and resources on personal care services to attract new clientele and satisfy and retain present clientele.

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

(A) identify principles of biology, tissues, and cells to provide and select safe and effective personal care products and services;

(B) 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;

(C) recognize principles of human anatomy to classify areas of potential problems in order to provide needed personal care services;

(D) 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;

(E) compare economic and accounting principles and practices when providing personal care services to promote business success and growth; and

(F) critique leadership skills within a community setting to maintain positive relationships that enhance personal care business opportunities.

(3) The student demonstrates knowledge of the rules and regulations established by the governing body and industry standards. The student is expected to:

(A) identify and practice emergency policies and procedures regarding health and safety to achieve a safe and healthy environment at all times; and

(B) recognize risks and potentially hazardous situations to maintain a clean safety record when providing personal care services.

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

(A) identify and choose techniques and principles and safely use tools and instruments to develop efficient and safe delivery of client services that enhance client satisfaction;

(B) research client information to attract new clientele and retain present clientele; and

(C) interpret systems needed to obtain the range of personal care resources needed for business practice and to access resources at appropriate times.

(5) The student experiments with the concepts and skills of the profession to simulated and actual work situations. The student is expected to:

(A) model ethical and legal conduct while working in the human services industry;

(B) demonstrate actions that comply with legal requirements for personal liability to guide personal conduct in the human services setting;

(C) explore administrative and clerical procedures and systems to provide client satisfaction;

(D) propose advertising principles when selecting and using media to attract and retain clientele; and

(E) apply technology to analyze data and information in order to make appropriate recommendations for personal care services.

Source: The provisions of this §130.251 adopted to be effective August 23, 2010, 34 TexReg 5929.

§130.252. Cosmetology I (Two to Three Credits).

(a) General requirements. This course is recommended for students in Grades 10-11. Recommended prerequisite: Introduction to Cosmetology.

(b) Introduction. 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, requirements, expectations, and development of workplace skills are included.

(c) Knowledge and skills.

(1) The student investigates the employability characteristics of a successful worker in the workplace. The student is expected to:

(A) 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;

(B) employ leadership skills within a community setting to maintain positive relationships that enhance personal care business opportunities;

(C) compare cost-effective resources to assist with planning and delivery of services;

(D) apply the technical knowledge and skills required to be successful in careers in the personal care service area; and

(E) justify time-management principles and techniques to achieve objectives and efficiently serve clients.

(2) The student combines academic skills with cosmetology requirements. The student is expected to:

(A) apply principles of biology, identifying living tissues, cells, and organisms to provide and select safe and effective personal care products and services;

(B) classify and apply principles of chemistry and explain the composition, structure, and properties of substances and of chemical processes to provide a broad range of personal care services;

(C) examine and apply basic principles of human anatomy to determine areas of potential problems and provide customized personal care services; and

(D) appraise marketing principles when selecting and using media to attract and retain clientele.

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

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

(B) research risks and potentially hazardous situations to maintain a clean record of safety when providing personal care services; and

(C) perform at least one-third of practical applications as required by the Texas Department of Licensing and Regulation or the governing body.

(4) The student describes the function and operates the tools, equipment, technologies, human resources, and materials used in cosmetology. The student is expected to:

(A) locate and compare vendor and sole-source provider resources to maximize benefits for personal care clients, businesses, or organizations;

(B) plan the range of personal care resources needed for business practice in order to access resources at appropriate times; and

(C) plan and maintain the range of human resources needed for efficient business practice.

(5) The student integrates the academic and technical knowledge and skills for cosmetology to simulated and actual work situations. The student is expected to:

(A) analyze and guide individuals in recognizing concerns and making informed decisions to select personal care services;

(B) create an individualized plan that reflects client preferences, needs, and interests in order to follow a course of treatment or action;

(C) apply time-management principles and techniques to achieve objectives and effectively serve clients;

(D) review client satisfaction with solutions, procedures, and products to enhance future services and interactions;

(E) implement ethical and legal conduct while working in the personal care industry; and

(F) execute actions that comply with legal requirements for personal liability to guide personal conduct in the personal care services setting.

Source: The provisions of this §130.252 adopted to be effective August 23, 2010, 34 TexReg 5929.

§130.253. Cosmetology II (Two to Three Credits).

(a) General requirements. This course is recommended for students in Grades 11-12. Prerequisite: Cosmetology I.

(b) Introduction. Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in 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.

(c) Knowledge and skills.

(1) The student consolidates the employability characteristics of a successful worker in the workplace. The student is expected to:

(A) evaluate leadership skills within a community setting to maintain positive relationships that enhance personal care business opportunities;

(B) estimate cost-effective resources to assist with planning the delivery of services;

(C) review technical knowledge and skills required to be successful in careers in the human services area;

(D) assess time-management principles and techniques to achieve objectives and effectively serve clients;

(E) create and maintain records, including electronic records, of client services using safeguarding procedures to store and retrieve personal care client information;

(F) integrate logical reasoning in a variety of ethical workplace situations in order to make sound decisions; and

(G) assess written organizational policies and procedures to help employees perform their jobs according to employer rules and expectations.

(2) The student consolidates academic skills to satisfy the requirements of cosmetology. The student is expected to:

(A) apply and defend principles of biology, identifying living tissues, cells, and organisms to provide and select safe and effective personal care products and services;

(B) 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;

(C) design needed services based on the basic principles of human anatomy in order to provide needed personal care services; and

(D) critique marketing principles when selecting and using media to attract and retain clientele.

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

(A) apply and defend emergency policies and procedures regarding health and safety;

(B) evaluate risks, including potentially hazardous situations, to maintain a clean record of safety when providing personal care services; and

(C) perform and complete all practical requirements as required by the Texas Department of Licensing and Regulation or the governing body.

(4) The student categorizes and judges both the function and application of the tools, equipment, technologies, and materials used in cosmetology. The student is expected to:

(A) examine and rank vendor resources to provide maximum benefit for clients, service providers, businesses, or organizations;

(B) justify systems needed to obtain the range of personal care resources needed for business practice and explain how to access resources at appropriate times;

(C) use technology resources to analyze data and information in order to make appropriate recommendations and conclusions for personal care services;

(D) evaluate techniques, principles, tools, and instruments used to develop efficient and safe delivery of client services to enhance client satisfaction;

(E) explore principles of mechanics when choosing, evaluating, and maintaining service equipment to provide continued client services and examine emerging technologies;

(F) critique administrative or clerical procedures and systems to provide client satisfaction; and

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

(5) The student merges the concepts and skills of cosmetology to simulated and actual work situations. The student is expected to:

(A) design personal care services for individuals by recognizing and making informed decisions according to client needs and concerns;

(B) create an individualized plan that reflects client preferences, needs, and interests in order to create a course of treatment or action;

(C) evaluate client satisfaction by identifying solutions, procedures, and products to enhance future services and client interactions;

(D) implement organizational policies, procedures, and regulations to establish personal care organization priorities, accomplish an identified mission, and provide high-quality service to diverse clients;

(E) investigate and evaluate industry trends, information, and resources to attract new clientele and satisfy and retain present clientele; and

(F) synthesize client information to attract new clientele and retain present clientele.

Source: The provisions of this §130.253 adopted to be effective August 23, 2010, 34 TexReg 5929.