§130.281. Principles of Cosmetology Design and Color Theory Adopted 2015.

 (b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic

standards and relevant technical knowledge and skills for students to further their education and

succeed in current or emerging professions.

(2) The Human Services Career Cluster focuses on preparing individuals for employment in career

pathways that relate to families and human needs such as counseling and mental health services,

family and community services, personal care services, and consumer services.

(3) In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic,

career, and technical knowledge and skills in this laboratory instructional sequence course designed

to provide job-specific training for employment in cosmetology careers. Students will attain

academic skills and knowledge as well as technical knowledge and skills related to cosmetology

design and color theory. Students will develop knowledge and skills regarding various cosmetology

design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of

cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and

skin care and meets the TDLR requirements for licensure upon passing the state examination.

Analysis of career opportunities, license requirements, knowledge and skills expectations, and

development of workplace skills are included.

 (4) Students are encouraged to participate in extended learning experiences such as career and technical

student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those

containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and

industry. The student is expected to:

(A) demonstrate professionalism in how to dress appropriately, speak politely, and conduct

oneself in a manner appropriate for the profession and work site;

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

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

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

(E) investigate employment opportunities, including entrepreneurship;

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

(G) demonstrate effective oral and written communication skills with diverse individuals,

including coworkers, management, and customers;

(H) develop skill in handling multiple tasks simultaneously such as prioritizing tasks, managing

workflow under pressure, and completing work-related activities in a timely manner;

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

team assignments [assignment] ; and

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

relationships.

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

is expected to:

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

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

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

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

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

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

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

(H) document the scope of client services affected by basic color theory such as artificial hair

color services, facial makeup application, eyebrow color, and eyelash tint services;

(I) explain the theories of color illusion such as light and dark colors and tones that may create

an illusion of more or less volume in the hair design;

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

(K) create a logical structure for color; and

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

cosmetology.

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

student is expected to:

 (A) apply health and safety policies and procedures;

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

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

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

establishment or school.

(4) The student demonstrates proficiency in the use of tools, equipment, technologies, and materials

used in color theory and elements of design in cosmetology. The student is expected to:

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

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

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

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

(5) The student applies the academic knowledge and practical skills to simulated and actual work

situations. The student is expected to:

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

informed decisions;

(B) document client satisfaction with procedures and products to facilitate ease of consultation

in future appointments;

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

organizations;

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

(E) execute application procedure of artificial hair color such as virgin tint to darken, bleach

retouch, virgin tint to lighten, and dimensional color services such as cap highlighting, foil

highlighting, and low-lighting;

(F) explore the use of different types of hair colors such as demi-permanent color, permanent

color, semi-permanent color, temporary color, toners, and fillers;

(G) make use of products designed to increase the vibrancy of a color formula or to neutralize

unwanted tones such as concentrates, intensifiers, pigments, or drabbers; and

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

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

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

clientele;

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

(C) consolidate various methods of obtaining feedback from clients to understand their

expectations and promote high-quality standards;

(D) create an employment portfolio containing content such as certifications, samples of work,

achievements, and supervisor or instructor evaluations; and

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