

**Chapter 130. Texas Essential Knowledge and Skills for Career and Technical
Education
Subchapter I. Hospitality and Tourism**

§130.227. Practicum in Culinary Arts (Two to Three Credits).

(a) General Requirements. This course is recommended for students in Grades 11-12. Recommended prerequisite: Culinary Arts or Hotel Management.

(b) Introduction.

(1) This course is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

(2) Students are taught employability skills, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Practicum in Culinary Arts is relevant and rigorous, supports student application of academic standards, and effectively prepares students for college and career success.

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

(4) 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 uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:

- (A) identify employment opportunities;
- (B) demonstrate the application of essential workplace skills in the career acquisition process;
- (C) complete employment-related documents such as job applications and I-9 and W-4 forms; and
- (D) demonstrate proper interview techniques in various situations.

(2) The student develops skills for success in the workplace. The student is expected to:

- (A) comprehend and model appropriate grooming and appearance for the workplace;
- (B) demonstrate dependability, punctuality, and initiative;
- (C) develop positive interpersonal skills, including respect for diversity;
- (D) demonstrate appropriate business and personal etiquette in the workplace;
- (E) exhibit productive work habits, ethical practices, and a positive attitude;
- (F) demonstrate knowledge of personal and occupational health and safety practices in the workplace;
- (G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
- (H) prioritize work to fulfill responsibilities and meet deadlines;
- (I) evaluate the relationship of good physical and mental health to job success and personal achievement;
- (J) demonstrate effective verbal, non-verbal, written, and electronic communication skills; and
- (K) apply effective listening skills used in the workplace.

(3) The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:

- (A) illustrate how personal integrity affects human relations on the job;
- (B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
- (C) analyze employer expectations
- (D) demonstrate respect for the rights of others;
- (E) demonstrate ethical standards; and
- (F) comply with organizational policies.

(4) The student applies academics with job-readiness skills. The student is expected to:

- (A) apply mathematical skills to business transactions;
- (B) develop a personal budget based on career choice;
- (C) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
- (D) organize and compose workplace documents.

(5) The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:

- (A) research and compare published workplace policies;
- (B) apply responsible and ethical behavior;
- (C) summarize provisions of the Fair Labor Standards Act;
- (D) describe the consequences of breach of confidentiality; and laws related to culinary arts professions.

(6) The student applies the use of self-development techniques and interpersonal skills to accomplish objectives. The student is expected to:

- (A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and
- (B) apply leadership and career development skills through participation in activities such as career and technical student organizations.

(7) The student uses concepts and skills related to safety in the workplace. The student is expected:

- (A) identify and apply safe working practices;
- (B) solve problems related to unsafe work practices and attitudes;
- (C) explain Occupational Safety and Health Administration regulations in the workplace; and
- (D) analyze health and wellness practices that influence job performance.

(8) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:

- (A) analyze the future employment outlook in the occupational area;
- (B) describe entrepreneurial opportunities in the area of culinary arts;
- (C) compare rewards and demands for various levels of employment in the area of culinary arts;
- (D) evaluate strategies for career retention and advancement in response to the changing global workplace;
- (E) summarize the rights and responsibilities of employers and employees; and
- (F) determine effective money management and financial planning techniques.

(9) The student identifies skills and attributes necessary for professional advancement. The student is expected to:

- (A) evaluate employment options, including salaries and benefits;
- (B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities;
- (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and
- (D) demonstrate effective methods to secure, maintain, and terminate employment.

(10) The student understands the history of food service and the use of the professional kitchen. The student is expected to:

- (A) research famous chefs in history and note their major accomplishments;
- (B) identify global cultures and traditions related to food;
- (C) summarize historical entrepreneurs who influenced food service in the United States;

- (D) analyze how current trends in society affect the food service industry;
- (E) use large and small equipment in a commercial kitchen;
- (F) develop food production and presentation techniques;
- (G) demonstrate moist and dry cookery methods;
- (H) demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables;
- (I) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts;
- (J) demonstrate proper receiving and storage techniques;
- (K) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and
- (L) demonstrate types of table setting, dining, and service skills.

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

- (A) complete a professional career portfolio to include:
 - (i) an updated resumé;
 - (ii) official documentation of attainment of technical skill competencies;
 - (iii) licensures or certifications;
 - (iv) recognitions, awards, and scholarships;
 - (v) community service hours;
 - (vi) participation in student and professional organizations;
 - (vii) abstract of key points of the practicum; and
 - (viii) practicum supervisor evaluations; and
- (B) present the professional career portfolio to interested stakeholders.