

ATTACHMENT II  
Text of Proposed Revisions to 19 TAC

**Chapter 127. Texas Essential Knowledge and Skills for Career Development**

**Subchapter A. Middle School**

**§127.1. Implementation of Texas Essential Knowledge and Skills for Career Development, Middle School.**

The provisions of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year [~~with the exception of §127.2 of this title (relating to Career Investigations). Section 127.2 of this title was implemented September 1, 1998, and will be superseded by §127.3 and §127.4 beginning with the 2010-2011 school year~~].

**~~§127.2. Career Investigation.~~**

- ~~[(a) — General requirements. This course is recommended for students in Grades 7-8.]~~
- ~~[(b) — Introduction. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self knowledge, educational, and career information to set and achieve realistic career and educational goals.]~~
- ~~[(c) — Knowledge and skills.]~~
- ~~[(1) — The student analyzes the effect of personal interest and aptitudes upon educational and career planning. The student is expected to:]~~
- ~~[(A) — complete a formal career interest and aptitude assessment; and]~~
- ~~[(B) — match interests and aptitudes to career opportunities.]~~
- ~~[(2) — The student knows how to locate, analyze, and apply career information. The student is expected to:]~~
- ~~[(A) — access career information using print and on-line resources to complete an educational and/or training plan for a career pathway;]~~
- ~~[(B) — access career information using interviews with business and industry representatives to create a career resource file;]~~
- ~~[(C) — complete career critiques gained through a variety of sources (for example, shadowing, career study tours, guest speakers, career fairs, videos, CD-ROM, Internet, and simulated work activities); and]~~
- ~~[(D) — use career information to apply entrepreneurial skills by developing a small school based business.]~~
- ~~[(3) — The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. The student is expected to:]~~
- ~~[(A) — compile a list of multiple career options matching interests and aptitudes; and]~~
- ~~[(B) — create a presentation portraying transferable skills among a variety of careers.]~~
- ~~[(4) — The student knows the process used to locate and secure employment. The student is expected to:]~~
- ~~[(A) — prepare a Venn diagram comparing and contrasting employment opportunities of our free enterprise system and the economic systems of the international job market;]~~
- ~~[(B) — develop a chart classifying employment opportunities based on educational and training requirements of careers in the student's interest area;]~~

- ~~[(C) — complete a job application form for an employment opportunity in the student's interest area;]~~
- ~~[(D) — develop a resume for an employment opportunity in the student's interest area; and]~~
- ~~[(E) — role play appropriate interviewing techniques for an employment opportunity in the student's interest area.]~~
- ~~[(5) — The student recognizes the impact of career choice on personal lifestyle. The student is expected to:]~~
  - ~~[(A) — prepare a personal budget reflecting lifestyle desires;]~~
  - ~~[(B) — use print or on line information to determine monthly salaries of at least two career choices; and]~~
  - ~~[(C) — select the career most closely matching the student's personal lifestyle budget.]~~
- ~~[(6) — The student knows the process of career planning. The student is expected to:]~~
  - ~~[(A) — list and explain the steps in the decision making process;]~~
  - ~~[(B) — prepare an oral or written plan describing the specific factors considered in the decision making process used to solve a simulated career problem;]~~
  - ~~[(C) — identify high school courses related to specific career choices;]~~
  - ~~[(D) — select high school courses and experiences to develop a graduation plan that leads to a specific career choice;]~~
  - ~~[(E) — list and explain educational and/or training alternatives after high school; and]~~
  - ~~[(F) — prepare an educational and career plan that begins with entry into high school and continues through a postsecondary educational and/or training program.]~~
- ~~[(7) — The student knows the importance of productive work habits and attitudes. The student is expected to:]~~
  - ~~[(A) — conduct interviews with a minimum of two employers to determine the importance of work ethics such as dependability, getting along with others, and honesty;]~~
  - ~~[(B) — list characteristics of an effective team member;]~~
  - ~~[(C) — work in teams to accomplish an assigned task; and]~~
  - ~~[(D) — write job scenarios demonstrating positive and negative employee/customer relations.]~~
- ~~[(8) — The student knows the effect change has on society and career opportunities. The student is expected to:]~~
  - ~~[(A) — cite examples of change in our society;]~~
  - ~~[(B) — compose a report explaining positive and negative aspects of one of the examples of societal change; and]~~
  - ~~[(C) — develop a timeline covering the last ten years depicting the change in a selected career choice.]~~

## Subchapter B. High School

### §127.11. Implementation of Texas Essential Knowledge and Skills for Career Development, High School.

The provisions of this subchapter shall be implemented by school districts beginning with the 2010-2011 school year [~~with the exception of §127.12 of this title (relating to Career Connections (One-Half Credit)). Section 127.12 of this title was implemented September 1, 1998, and will be superseded by §§127.13-127.15 beginning with the 2010-2011 school year~~].

**§127.12. Career Connections (One-Half Credit).**

~~[(a) — General requirements. This course is recommended for students in Grades 9–10.]~~

~~[(b) — Introduction. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Students use self knowledge, educational, and career information to set and achieve realistic career and educational goals.]~~

~~[(c) — Knowledge and skills:]~~

~~[(1) — The student analyzes the effect of personal interest and aptitudes upon educational and career planning. The student is expected to:]~~

~~[(A) — complete a formal career interest and aptitude assessment;]~~

~~[(B) — match interests and aptitudes to career opportunities; and]~~

~~[(C) — begin a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas.]~~

~~[(2) — The student knows how to locate, analyze, and apply career information. The student is expected to:]~~

~~[(A) — access career information using print and on-line resources to complete an educational and/or training plan for a career pathway;]~~

~~[(B) — access career information using interviews with business and industry representatives to create a career resource file;]~~

~~[(C) — complete career critiques gained through a variety of experiences (for example, shadowing, career study tours, guest speakers, career fairs, videos, CD-ROM, Internet, and simulated work activities); and]~~

~~[(D) — use career information to apply entrepreneurial skills by developing a small business plan.]~~

~~[(3) — The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. The student is expected to:]~~

~~[(A) — compile a list of transferable skills with a corresponding list of possible career options matching the student's interests and aptitudes to be placed in the personal career portfolio; and]~~

~~[(B) — create a presentation portraying transferable skills within the student's interest area.]~~

~~[(4) — The student knows the process used to locate and secure employment. The student is expected to:]~~

~~[(A) — prepare a Venn diagram comparing and contrasting employment opportunities of our free-enterprise system and the economic systems of the international job market;]~~

~~[(B) — develop a chart classifying employment opportunities based on educational and training requirements of careers in the student's interest area;]~~

~~[(C) — complete a job application form for an employment opportunity in the student's interest area;]~~

~~[(D) — develop a resume for an employment opportunity in the student's interest area; and]~~

~~[(E) — role play appropriate interviewing techniques for an employment opportunity in the student's interest area.]~~

~~[(5) — The student recognizes the impact of career choice on personal lifestyle. The student is expected to:]~~

~~[(A) — prepare a personal budget reflecting lifestyle desires;]~~

- ~~[(B) — use print or on line information to determine salaries of at least three career choices in the student's interest area with varying education requirements (for example, no high school diploma, high school diploma, and postsecondary training); and]~~
- ~~[(C) — select the career most closely matching the student's personal lifestyle budget.]~~
- ~~[(6) — The student knows the process of career planning. The student is expected to:]~~
- ~~[(A) — list and explain the steps in the decision making process;]~~
- ~~[(B) — prepare an oral or written plan describing the specific factors considered in the decision-making process used to solve a simulated career problem;]~~
- ~~[(C) — identify high school courses related to specific career choices in the student's interest area;]~~
- ~~[(D) — select high school courses and experiences to develop a graduation plan that leads to a specific career choice in the student's interest area;]~~
- ~~[(E) — list and explain educational and/or training alternatives after high school for a career choice within the student's interest area; and]~~
- ~~[(F) — prepare an educational and career plan for an occupation within the student's interest area that begins with entry into high school and continues through a postsecondary educational and/or training program and place this information in the personal career portfolio.]~~
- ~~[(7) — The student knows the importance of productive work habits and attitudes. The student is expected to:]~~
- ~~[(A) — conduct interviews with a minimum of two employers to determine the importance of work ethics such as dependability, promptness, getting along with others, and honesty;]~~
- ~~[(B) — list characteristics of an effective team member;]~~
- ~~[(C) — work on a team to accomplish an assigned task and complete an "effective team member" profile to place in the personal career portfolio; and]~~
- ~~[(D) — write job scenarios demonstrating positive and negative employee/customer relations.]~~
- ~~[(8) — The student knows the effect change has on society and career opportunities. The student is expected to:]~~
- ~~[(A) — cite examples of change in our society;]~~
- ~~[(B) — compose a report explaining positive and negative aspects of one of the examples of societal change;]~~
- ~~[(C) — develop a timeline covering the last ten years depicting the change in a selected career choice; and]~~
- ~~[(D) — use labor market information, knowledge of technology, and societal and/or economic trends to forecast a job profile for a career in the student's interest area ten years from now and add this profile to the personal career portfolio.]~~