Chapter 127. Texas Essential Knowledge and Skills for Career Development

Subchapter B. High School

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

§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 Section 127.12 of this title was implemented September 1, 1998, and will be superseded by §§127.13-127.15 beginning with the 2010-2011 school year.

Source: The provisions of this §127.11 adopted to be effective September 1, 1998, 22 TexReg 5225; amended to be effective September 1, 2009, 34 TexReg 5913.

§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.

Source: The provisions of this §127.12 adopted to be effective September 1, 1998, 22 TexReg 5225.

§127.13. Career Preparation I (Two to Three Credits).

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

(b) Introduction. Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast-changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

(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) develop a personal resumé;

(D) complete job search documents, including job applications and I-9 and W-4 forms;

(E) demonstrate proper interview techniques in various situations; and

(F) create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, and thank you letters.

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

(A) identify and model appropriate grooming and appearance for the workplace;

(B) demonstrate dependability, punctuality, and initiative;

(C) research positive interpersonal skills, including respect for diversity;

(D) model appropriate business and personal etiquette in the workplace;

(E) exhibit productive work habits, ethical practices, and a positive attitude;

(F) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;

(G) identify how to prioritize work to fulfill responsibilities and meet deadlines;

(H) evaluate the relationship of good physical and mental health to job success and personal achievement; and

(I) demonstrate effective methods to secure, maintain, and terminate employment.

(3) The student applies work ethics, employer expectations and interactions 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) research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;

(C) analyze employer expectations;

(D) demonstrate respect for the rights of others;

(E) develop listening skills;

(F) apply effective listening skills used in the workplace;

(G) identify ethical standards; and

(H) comply with organizational policies and procedures.

(4) The student applies academic skills to job skills. The student is expected to:

(A) apply mathematical skills to business transactions;

(B) develop a personal budget based on a career choice;

(C) interpret data from tables, charts, and graphs to estimate and find solutions to problems; and

(D) organize, write, and compile workplace business 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 and procedures;

(B) demonstrate responsible and ethical behavior;

(C) summarize provisions of the Fair Labor Standards Act;

(D) describe the consequences of breach of confidentiality; and

(E) research and describe laws related to different careers.

(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 with coworkers, managers, and customers; and

(B) develop effective leadership skills through participation in activities such as career and technical student organizations.

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

(A) identify and apply safe working practices related to training station;

(B) demonstrate knowledge of personal and occupational safety practices in the workplace;

(C) offer solutions related to unsafe work practices and attitudes;

(D) explain Occupational Safety and Health Administration regulations in the workplace; and

(E) determine 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 occupational area;

(C) compare rewards and demands for various levels of employment in a variety of careers;

(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 and compare employment options, including salaries and benefits;

(B) compare rewards and demands for various levels of employment in a variety of careers;

(C) determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and

(D) determine continuing education opportunities that enhance career advancement and promote lifelong learning.

Source: The provisions of this §127.13 adopted to be effective September 1, 2009, 34 TexReg 5913.

§127.14. Career Preparation II (Two to Three Credits).

(a) General requirements. This course is recommended for students in Grade 12. Recommended prerequisite: Career Preparation I.

(b) Introduction. Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

(c) Knowledge and skills.

(1) The student uses and evaluates employability skills to maintain a position in a company. The student is expected to:

(A) create a professional electronic portfolio, including a two- to four-year individual career plan of study, resumé, cover letter, awards, commendations, and thank you letters;

(B) obtain letters of recommendation;

(C) expand personal communication skills; and

(D) refine interview skills.

(2) The student develops advanced knowledge and skills associated with success in the workplace. The student is expected to:

(A) maintain appropriate grooming and appearance for the workplace;

(B) demonstrate positive interpersonal skills, including respect for diversity;

(C) demonstrate appropriate business and personal etiquette in the workplace;

(D) exhibit productive work habits, attitudes, and ethical practices;

(E) evaluate consequences for breach of personal and occupational safety practices in the workplace; and

(F) prioritize work to fulfill responsibilities and meet deadlines.

(3) The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace. The student is expected to:

(A) evaluate personal integrity and its effects on human relations in the workplace;

(B) evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;

(C) recognize and appreciate diversity in the workplace;

(D) analyze employer expectations;

(E) exhibit productive work habits and attitudes;

(F) communicate effectively to a variety of audiences;

(G) analyze ethical standards; and

(H) comply with organizational policies and procedures.

(4) The student applies academic knowledge and skills in the workplace. The student is expected to:

(A) apply critical- and creative-thinking skills to solve complex problems;

(B) integrate mathematical concepts into business transactions;

(C) analyze and apply data from tables, charts, and graphs to find solutions to problems;

(D) apply effective listening skills used in the workplace;

(E) read and write technical reports and summaries; and

(F) apply effective verbal, nonverbal, written, and electronic communication skills.

(5) The student recognizes legal responsibilities of the workplace. The student is expected to:

(A) evaluate provisions of the Fair Labor Standards Act;

(B) analyze the legal consequences of breach of confidentiality; and

(C) research and describe laws governing the different professions.

(6) The student recognizes the dangers of identity theft. The student is expected to:

(A) identify various methods criminals use to obtain information; and

(B) research how to avoid becoming a victim.

(7) The student applies the use of self-development techniques and interpersonal skills to improve personal development. The student is expected to:

(A) evaluate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and

(B) participate in leadership and career-development activities.

(8) The student recognizes knowledge and skills related to safety in the workplace. The student is expected to:

(A) apply safe working practices to training station;

(B) evaluate unsafe work practices and attitudes;

(C) evaluate the impact of Occupational Safety and Health Administration regulations in the workplace;

(D) recognize the importance of applying safety rules in all situations; and

(E) analyze health and wellness practices that influence job performance.

(9) The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations. The student is expected to:

(A) research and identify current or emerging occupations;

(B) analyze future employment outlook;

(C) research entrepreneurial opportunities;

(D) analyze rewards and demands for various levels of employment;

(E) identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;

(F) identify and pursue opportunities, available in high school and post secondary, to acquire the necessary academic and technical skills for employment in high-skill, high-wage, or high-demand occupations;

(G) evaluate the rights and responsibilities of employers and employees; and

(H) apply money-management and financial-planning techniques.

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

(A) evaluate and compare employment options such as salaries, benefits, and prerequisites;

(B) compare rewards and demands for various levels of employment in a variety of careers;

(C) determine continuing education opportunities that enhance career advancement and promote lifelong learning;

(D) determine preparation requirements for levels of employment in a variety of careers;

(E) determine interests, abilities, personal priorities, and family responsibilities affecting career choice; and

(F) demonstrate effective methods to secure, maintain, and terminate employment.

Source: The provisions of this §127.14 adopted to be effective September 1, 2009, 34 TexReg 5913.

§127.15. Problems and Solutions (One-Half to One Credit).

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

(b) Introduction. Problems and Solutions is a project-based research course for students who have the ability to research a real-world problem. Students develop a project on a topic related to career interests, use scientific methods of investigation to conduct in-depth research, are matched with a mentor from the business or professional community, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge, skills, and technologies in a variety of settings. This course is designed to provide students an opportunity to earn one advanced measure for the Distinguished Achievement Program.

(c) Knowledge and skills.

(1) The student applies mathematics, science, English language arts, and social studies in independent study. The student is expected to:

(A) select an original independent study project for personal enrichment and professional development;

(B) use reading and research skills to investigate self-selected topics and compile a research portfolio;

(C) collaborate with an interdisciplinary team to develop a project;

(D) identify community, state, national, or international issues to select a project;

(E) conduct a project under the supervision of a mentor;

(F) use scientific methods of investigation;

(G) apply statistical concepts to analyze data, evaluate results, and draw conclusions;

(H) compare and contrast findings in a coherent and organized manner; and

(I) present the independent research project to an appropriate audience of experts in the field using a variety of technologies.

(2) The student uses verbal and nonverbal communication skills. The student is expected to:

(A) listen actively and effectively in group discussions;

(B) use a variety of resources to access, process, and collect data relevant to the project; and

(C) document the time and cost to accomplish the project goal.

(3) The student demonstrates professional ethical behavior standards and legal responsibilities. The student is expected to:

(A) analyze ethical challenges posed by factors such as cost containment, new and emerging technologies, and allocation of limited resources; and

(B) review legal issues related to the research project.

(4) The student designs and develops a research project related to their career interests. The student is expected to:

(A) identify processes to be used in the independent research project; and

(B) use resources to complete a project.

(5) The student uses technology needed to complete a research project. The student is expected to:

(A) use search engines, databases, and other digital electronic tools effectively to locate information;

(B) evaluate quality, accuracy, completeness, reliability, and currency of information from any source;

(C) prepare, organize, and present independent research, mentor experiences, and processes;

(D) accept constructive criticism and revise personal views when valid evidence warrants; and

(E) prepare and present scientific/technical information in appropriate formats to a panel of experts in the field of the research project.

(6) The student evaluates the original research project. The student is expected to:

(A) create weekly progress reports that address time management and goal setting;

(B) meet periodically with the teacher for conferences about progress, concerns, successes, and needs;

(C) conduct self-evaluations of speech presentations;

(D) compose written reflections regarding strengths and weaknesses as well as areas of growth;

(E) analyze the feedback from the panel of experts; and

(F) submit project results and analysis to mentors and experts.

Source: The provisions of this §127.15 adopted to be effective September 1, 2009, 34 TexReg 5913.