

ATTACHMENT
Text of Proposed New 19 TAC

Chapter 127. Texas Essential Knowledge and Skills for Career Development and Career and Technical Education

Subchapter B. High School

§127.19. Career and Technical Education Project-Based Capstone (One Credit), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grades 11 and 12. Students shall be awarded one credit for successful completion of this course. Students may repeat this course with different course content for up to three credits.
- (c) 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) In Career and Technical Education Project-Based Capstone, students independently or collaboratively investigate real-world problems, issues, or interests. This course applies to a variety of career and technical education career clusters and programs of study.
 - (3) Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings to become productive and contributing members of society.
 - (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.
- (d) Knowledge and skills.
 - (1) The student investigates independently or collaboratively a problem, issue, or interest within a selected profession or across disciplines to develop an independent or a collaborative project. The student is expected to:
 - (A) research and select a problem, issue, or interest within a selected profession or across disciplines for a personal enrichment or career development project;
 - (B) develop a problem statement, thesis statement, research question, or value proposition statement;
 - (C) identify and select a design or research process such as engineering design process, design thinking model, scientific discovery, or other industry-standard methodology;
 - (D) identify and select an appropriate audience for a problem, issue, or interest;

- (E) identify key factors such as cost, feasibility, or time constraints necessary for successful development and implementation of a solution or plan; and
- (F) identify key resources such as financial, intellectual, physical

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(1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:

(A) identify different methods to gain employment such as employer websites, job search engines, business locations, networking, and local open forums for job opportunities;

(B) identify and demonstrate essential workplace skills such as eye contact, professional greetings, punctuality, appropriate dress, and effective communication to gain employment;

(C) develop a cover letter and create a resume, curriculum vitae (CV), or portfolio;

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- (C) explain the importance of respecting the rights of others;
 - (D) explain how different personalities, experiences, and workstyles of employees can affect the workplace; and
 - (E) demonstrate professional verbal and nonverbal communication, including proper phone usage, body language, and interactions with customers and coworkers in person and online.
- (5) The student applies ethical codes of conduct and legal responsibilities within school and the workplace. The student is expected to:
- (A) research and explain workplace policies and procedures related to absence reporting, employee theft, sexual harassment, recognized holidays, workplace safety, acceptable use policy, jury duty, attendance and punctuality, drug-free workplace, and related consequences;
 - (B) demonstrate responsible behavior by following applicable workplace and school codes of conduct with integrity;
 - (C) discuss the importance of ethical behavior in the workplace such as treating others with respect, being honest, working to full potential, and developing a quality work product;
 - (D) summarize the importance of the Fair Labor Standards Act;
 - (E) describe the potential consequences of violating privacy laws related to Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and Children's Online Privacy Protection Rule (COPPA);
 - (F) research and explain the origins and legislative intent of the Civil Rights Act of 1964, Title VII, and the Education Amendments of 1972, Title IX, and the rights and responsibilities established by these laws; and
 - (G) research and describe laws and regulations related to a student's employment or a chosen industry or career.
- (6) The student applies concepts and skills related to safety in the workplace. The student is expected to:
- (A) identify and demonstrate safe working practices in the workplace;
 - (B) identify and illustrate solutions related to unsafe work practices;
 - (C) explain the importance of

- (F) research and explain methods for developing a growth mindset;
 - (G) summarize how to appropriately self-advocate in the workplace; and
 - (H) explain the impact of an employee self-evaluations, management performance evaluations, and employee feedback responses on personal job growth.
- (8) The student identifies skills and attributes necessary for professional success. The student is expected to:
- (A) evaluate and compare career options, including salaries and benefits;
 - (B) describe how interests, abilities, personal priorities, and family responsibilities affect career choices;
 - (C) identify continuing education opportunities that enhance career advancement and promote lifelong learning;
 - (D) analyze the future employment outlook in an occupational area of interest;
 - (E) describe entrepreneurial opportunities in an occupational area of interest; and
 - (F) evaluate strategies for career retention and advancement in response to the changing global workforce.

§127.21. Career Preparation for Programs of Study [H] (Two Credits), Adopted 2023.

- (a) Implementation. The provisions of this section shall be implemented by school districts beginning with the 2024-2025 school year.
- (b) General requirements. This course is recommended for students in Grade 12. Prerequisite: **at least one Level 2 or higher career and technical education course, [Career Preparation I].** Students shall be awarded two credits for successful completion of this course.
- (1) A student's employment experience connected with this course must be related to the student's program of study.**
 - (2) A student may repeat this course one time for credit provided that the student is experiencing different aspects of an industry and demonstrating proficiency in additional and more advanced knowledge and skills.**
 - (3) A student may not earn more than six credits for any combination of career preparation courses selected from Career Preparation General, Career Preparation for Programs of Study, and Extended Career Preparation.**
- (c) 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) Career planning is a critical step and is essential to success. Applying to multiple career and technical education clusters, the career preparation courses provide students with a framework for current employment and future career opportunities to become productive and contributing members of society.
 - (3) Career Preparation **for Programs of Study [H]** provides additional opportunities for students to develop business and industry employment experiences **, which must be related to [that may be outside]** the student's current program of study alongside advanced classroom instruction. The goal is to prepare students with a variety of skills to transition from job- to career-mindedness. This course provides a continuing focus on collaborative feedback between the employer, teacher, and student. Career Preparation **for Programs of Study [H]** expands on Career Preparation **General [I]** by increasing rigor, supporting student attainment of academic standards, and effectively preparing students for college and career success.

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

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- (B) apply effective verbal, nonverbal, written, or electronic communication skills to a variety of audiences;
- (C) define personal integrity and

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