Providing a communication course at the secondary level is an important instructional decision to ensure mastery of the SBOE required communication skills. These skills are essential for all secondary students whether they choose to seek post-secondary education or choose to move directly into the work force.

The Texas Higher Education Coordinating Board Includes “Communication Skills” in the Core Objectives. Beginning in 2014, the Texas Higher Education Coordinating Board will require the mastery of six objectives in the core curriculum, including **communication skills**, teamwork, critical thinking, personal responsibility, and social responsibility—all skills taught in the communication courses. Therefore, it is important that the college bound student has a communication course in high school to prepare for the college level course.

Additionally, a communications course is even more important for students who do not attend college as the high school course may be the only one that they take.

Dr. Ruby Payne's work in *A Framework for Understanding Poverty* outlines the role that successful communication skills can play in overcoming poverty.　Simply knowing the "unwritten rules" of communication—both verbal and nonverbal—can be the difference in a job interview, a scholarship recommendation, a promotion decision, a loan application, and so many other life-changing decisions.

Thus when looking at the new graduation requirements, as adopted by the SBOE,

19 TAC Chapter 74, Curriculum Requirements

Subchapter B. Graduation Requirements, 74.11 High School Graduation Requirements

(a) To receive a high school diploma, a student entering Grade 9 in the 2014-15 school year and thereafter must complete the following:

1. in accordance with subsection © of this section, requirements of the Foundation High School Program specified in 74.12 of this title (relating to Foundation High School Program);
2. testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment);
3. **demonstrate proficiency**, as determined by the district in which the student is enrolled, at delivering clear verbal messages, choosing effective nonverbal behaviors, listening for desired results, applying valid critical thinking and problem-solving processes, identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

There are three areas to consider when determining how students will demonstrate proficiency:

1) COURSES—The TEKS for the following courses meet the graduation requirements as stated in 19 TAC Chapter 74 Subchapter B as adopted by the SBOE:

Communication Applications

 Professional Communications

 Debate I, II, III

 Oral Interpretation I, II, III

 Public Speaking I, II, III

Only through these communication courses will students be able to achieve and demonstrate proficiency as required for graduation by the SBOE and TEA.

The Communication Applications course and the Professional Communications course are the best options for covering all the SBOE mandated skills.

For more specifics on the TEKS for each course, see the attached breakdown for each required skill.

2) TEACHING FACULTY—In order for a student to demonstrate proficiency, the student must be taught by a highly qualified, certified teacher. The following is a list of certifications that cover the included required skills as prescribed by the State Board for Educator Certification:

 All-Level:

 Speech and Drama

 Speech Communications/Theatre Arts

 Junior High School (Grades 9-10 only) or High School:

 English Language Arts, Composite

 Speech

 Speech/Drama

 Secondary, Grades 6-12, or Grades 9-12:

 Speech Communications

 Speech:

 Grades 7-12

 Grades 8-12

3) CURRICULUM—Students will be able to demonstrate proficiency if they are taught a guaranteed viable curriculum in communication.

The Texas Speech Communication Association provides a rigorous, relevant, and guaranteed viable curriculum via the following website:

<http://www.etsca.com/>

In addition to this curriculum, the Texas Speech Communication Association provides yearly professional development opportunities and has in place a mentor program to ensure that teachers have the support they need to effectively teach the communication curriculum.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Comm Apps TEKS** | **Pro Comm TEKS** | **Debate TEKS** | **Oral Interp TEKS** | **Public Speaking TEKS** |
| **delivering clear verbal messages** | 2C, 2D, 2E, 2F, 2G, 3G, 3H, 4I, 4J, 4K | 10Cv, 10Cvi, 10Cvii, 10Dvii, 10Dviii; 10Eiv, 10Eviii, 10Ex, 10Exi | 9A, 9E | 7C, 7D | 7B, 7C, 7E |
| **choosing effective nonverbal behaviors** | 1E, 1F, 2B, 3E, 4I | 10Bvi, 10Bvii, 10Cii, 10Dv, 10Eix  | 9B | 6A, 6B, 6C | 7C, 7D |
| **listening for desired results** | 1G, 1H, 2B, 2G, 3E, 4M | 2E, 10Bviii, 10Bix, 10Cii, 10Dv, 10Exiii | 8A | 8A | 1E, 8A |
| **applying valid critical thinking and problem solving processes** | 1, 2, 3, 4 | 1C, 1D, 1E, 1F, 2C, 2F, 2H, 3, 4, 5, 6, 8, 9, 10A, 10B, 10C, 10D, 10E, 10F, 10H, 10I, 10J | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | 1, 2, 3, 4, 5, 6, 7, 8 | 1, 2, 3, 4, 5, 6, 7, 8 |
| **identifying, analyzing, developing and evaluating communication skills needed for** **professional and social success** | **interpersonal situations—**1G, 1H, 2B  **group interactions—**3E, 4J **personal and professional presentations—**2F, 2G, 4K, 4L, 4M, 4N | **interpersonal situations—**3, 4, 8, 10C**group interactions—**7, 10D **personal and professional presentations—**2, 10B, 10E, 10H, 10I, 10K | **interpersonal situations—**1B, 1C, 3B, 5A, 5B, 5C, 9D, 10B **group interactions—**2C **personal and professional presentations—**2B, 3D, 3F, 3G, 3H, 3I, 4B, 4C, 4D, 6, 7, 8, 9A, 9B, 9C, 9E | **interpersonal situations—**1B, 2A, 2B, 3B,4C, 4H, 5A, 6E, 8C **group interactions—**2B, 7, 8 **personal and professional presentations—**1C, 2A, 2B, 2D, 5C, 6, 7, 8 | **interpersonal situations—**1C, 1D, 3B, 5C  **group interactions—** **personal and professional presentations—**1, 2, 4, 5, 6, 7 |

TEKS/course alignment to specific graduation requirements:

1. delivering clear verbal messages:

Professional Communication—10Cv, 10Cvi, 10Cvii, 10Dvii, 10Dviii; 10Eiv, 10Eviii,

10Ex, 10Exi

Communication Applications—2C, 2D, 2E, 2F, 2G, 3G, 3H, 4I, 4J, 4K

Debate—9A, 9E

Oral Interpretation—7C, 7D

Public Speaking—7B, 7C, 7E

1. choosing effective nonverbal behaviors:

Professional Communication—10Bvi, 10Bvii, 10Cii, 10Dv, 10Eix

Communication Applications—1E, 1F, 2B, 3E, 4I

Debate—9B

Oral Interpretation—6A, 6B, 6C

Public Speaking—7C, 7D

1. listening for desired results:

Professional Communication—2E, 10Bviii, 10Bix, 10Cii, 10Dv, 10Exiii

Communication Applications—1G, 1H, 2B, 2G, 3E, 4M

Debate—8A

Oral Interpretation—8A

Public Speaking—1E, 8A

1. applying valid critical thinking and problem solving processes:

Professional Communication—1C, 1D, 1E, 1F, 2C, 2F, 2H, 3, 4, 5, 6, 8, 9, 10A, 10B,

10C, 10D, 10E, 10F, 10H, 10I, 10J

Communication Applications—1, 2, 3, 4

Debate—1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Oral Interpretation— 1, 2, 3, 4, 5, 6, 7, 8

Public Speaking—1, 2, 3, 4, 5, 6, 7, 8

1. identifying, analyzing, developing and evaluating communication skills needed for

professional and social success in:

Professional Communications—

interpersonal situations—3, 4, 8, 10C

group interactions—7, 10D

personal and professional presentations—2, 10B, 10E, 10H, 10I, 10K

Communication Applications—

interpersonal situations—1G, 1H, 2B

group interactions—3E, 4J

personal and professional presentations—2F, 2G, 4K, 4L, 4M, 4N

Debate—

interpersonal situations—1B, 1C, 3B, 5A, 5B, 5C, 9D, 10B

group interactions—2C

personal and professional presentations—2B, 3D, 3F, 3G, 3H, 3I, 4B, 4C, 4D, 6,

7, 8, 9A, 9B, 9C, 9E

Oral Interpretation—

interpersonal situations—1B, 2A, 2B, 3B,4C, 4H, 5A, 6E, 8C

group interactions—2B, 7, 8

personal and professional presentations—1C, 2A, 2B, 2D, 5C, 6, 7, 8

Public Speaking—

interpersonal situations—1C, 1D, 3B, 5C

group interactions—

personal and professional presentations—1, 2, 4, 5, 6, 7