

Propose New Courses for 2026-2027 For HCISD School Board Consideration

Course Name (TEA)	Course PEIMS-Service Code:	COURSE ABBREVIATION	Grade Level(s)	Rationale	Course Description	# of Credits	Prereq's(s)?	Addition al FTE?	Budgetary Impact/Considerations	Add'l Notes:
General Employability Skills (TEA)	N1270153	GEMPLS	7-8th	Students are being asked to select a pathway as they exit 7th grade. This course will provide students and parents with the information and exposure needed to make an informed choice. The addition of this course will ensure the district meets the requirements of HB 18.	This course helps students explore their interests, strengths, and future goals through interest inventories, labor market data, and hands-on activities. Students will create a personalized college and career readiness plan, while also learning about the CTE programs offered at Hays CISD	1 Credit	None	No	If required - Neutral or an increase in funding through additional CTE allotment	We would rename the course "College and Career Exploration" or something along those lines. Request made by CTE Director
Advanced Placement (AP) Microeconomics	A3310100	APMICECO	12th	To make available to students an additional Advanced Course option in Economics.	AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain concepts.	.5 Credit	None	No	No additional except any already existing College Board/AP related expenses already aligned for access to the AP	Course Request submitted by: Director of Curriculum & Instruction
Introduction to Public Speaking (TEA: Speech Elective, Grade 7)	3243620	N/A	7th	Speech and Debate in high school is co-curricular, like band, choir, theatre, or athletics. But rather than being athletically or fine arts oriented, it is academic in nature. Hays' students' accomplishments prove that the co-curricular model is key for student engagement and long-term academic success. Despite our program's success in competition and the myriad opportunities afforded through participation in the activity, our high school speech and debate programs are disadvantaged when students sign up for high school co-curriculars because speech and debate lacks the middle school presence enjoyed by the other co-curriculars. This translates not only to an ongoing competition with different activities for students but also puts students from high schools in our district at a disadvantage compared to students who begin speech and debate training in middle school. Most of the top programs in speech and debate, predominantly located in Dallas, Houston, Corpus Christi and Midland, offer co-curricular speech and debate beginning in seventh grade.	Students will develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining. To become competent communicators, through verbal and nonverbal messages, presentation skills, and effective social practices will emerge. Students will develop and apply skills in using oral language, nonverbal communication, and listening in interpersonal, group, academic, and public contexts. The student will be given the opportunity to understand the communication process and will participate in social traditions in order to develop procedural communication processes, respond with informative messages, and develop an understanding of persuasion. Students will be expected to participate in classroom presentations.	1 credit	None	No	None	I would like to see the board allow this course to count for the speech credit currently only satisfied by Professional Communications. This course would bot only satisfy the same educational objective as Prof Comm, but would do so at a more academically rigorous level. Course Request submitted by: Hays High School Director of Speech and Debate
Introduction to Debate (TEA: Speech Elective, Grade 8)	03243630	N/A	8th	Speech and Debate in high school is co-curricular, like band, choir, theatre, or athletics. But rather than being athletically or fine arts oriented, it is academic in nature. Hays' students' accomplishments prove that the co-curricular model is key for student engagement and long-term academic success. Despite our program's success in competition and the myriad opportunities afforded through participation in the activity, our high school speech and debate programs are disadvantaged when students sign up for high school co-curriculars because speech and debate lacks the middle school presence enjoyed by the other co-curriculars. This translates not only to an ongoing competition with different activities for students but also puts students from high schools in our district at a disadvantage compared to students who begin speech and debate training in middle school. Most of the top programs in speech and debate, predominantly located in Dallas, Houston, Corpus Christi and Midland, offer co-curricular speech and debate beginning in seventh grade.	Students will continue to develop skills focused on five identifiable functions of expressing and responding appropriately to feelings, participating in social traditions, informing, persuading, creating, and imagining, with an emphasis on the formats and forms for various debate methods. To become competent communicators, students will develop and apply skills in using oral language, nonverbal communication, and listening through the process of logic and critical thinking in the context of preparing briefs and cases. The student will be given the opportunity to continue an understanding of the communication process, express and respond to verbal and nonverbal messages, develop procedural communication processes, respond with informative and negative case messages, develop an understanding of persuasion and learn to write, present and compete in various public speaking events. Students will be expected to participate in classroom presentations and local speech tournaments as a required performance component.	1 credit	None	No	None	I would like to see the board allow this course to count for the speech credit currently only satisfied by Professional Communications. This course would bot only satisfy the same educational objective as Prof Comm, but would do so at a more academically rigorous level. Course Request submitted by: Hays High School Director of Speech and Debate