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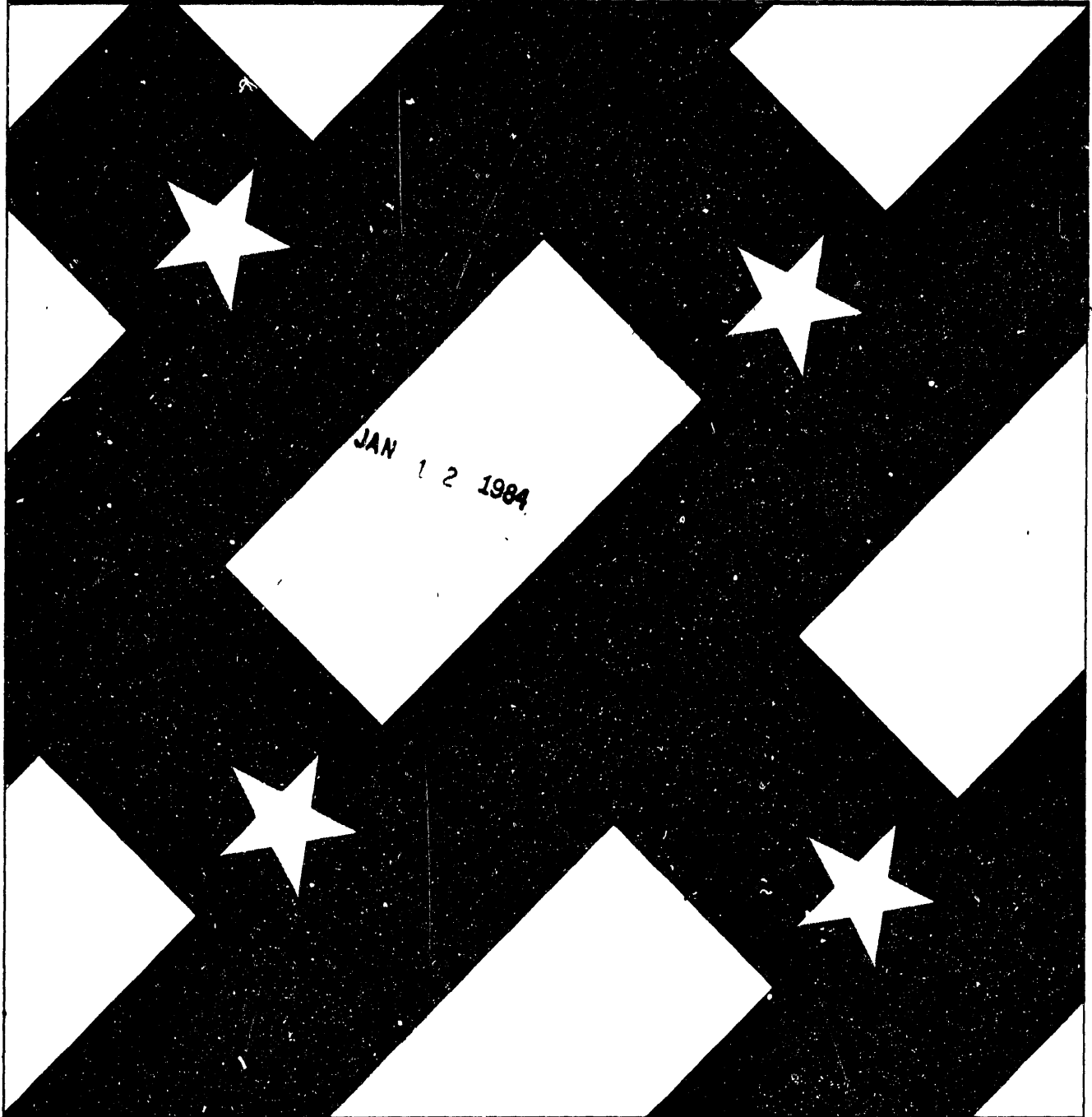
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Texas Register

Volume 9, Number 2, January 6, 1984

Pages 91 - 222



Highlights

The Texas Historical Commission adopts on an emergency basis new sections concerning matching grants for small history museums. Effective date - December 28, 1983 page 94

The Veterans Land Board adopts on an emergency basis new sections concerning the Veterans Housing Assistance Program Effective date - December 29, 1983 page 95

The Texas Education Agency proposes new sections concerning curriculum Earliest possible date of adoption - March 10 page 102

**Office of
the Secretary
of State**

How To Use the Texas Register

Texas Register

The *Texas Register* (ISN 0362-4781) is published twice a week at least 100 times a year. Issues will be published on every Tuesday and Friday in 1984 with the exception of January 28, July 10, November 27, and December 28, by the Office of the Secretary of State, 201 East 14th Street, P.O. Box 13824, Austin, Texas 78711-3824, (512) 475-7886.

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- State Ethics Advisory Commission—summaries of requests for opinions and opinions
- Attorney General—summaries of requests for opinions, opinions, and open records decisions
- Emergency Rules—rules adopted by state agencies on an emergency basis
- Proposed Rules—rules proposed for adoption
- Withdrawn Rules—rules withdrawn by state agencies from consideration for adoption, or automatically withdrawn by the *Texas Register* six months after proposal publication date
- Adopted Rules—rules adopted following a 30-day public comment period
- Open Meetings—notices of open meetings
- In Addition—miscellaneous information required to be published by statute or provided as a public service

Specific explanations on the contents of each section can be found on the beginning page of the section. The division also publishes monthly, quarterly, and annual indexes to aid in researching material published.

How To Cite: Material published in the *Texas Register* is referenced by citing the volume in which a document appears, the words "TexReg," and the beginning page number on which

that document was published. For example, a document published on page 2402 of Volume 6 (1981) is cited as follows: 6 TexReg 2402.

In order that readers may cite material more easily, page numbers are now written as citations. Example: on page 2, in the lower left-hand corner of the page, would be written "9 TexReg 2 issue date," while on the opposite page, page 3, in the lower right-hand corner, would be written "issue date 9 TexReg 3."

How To Research: The public is invited to research rules and information of interest between 8 a.m. and 5 p.m. weekdays at the *Texas Register* office, 503E Sam Houston Building, Austin. Material can be found by using *Register* indexes, the *Texas Administrative Code* (explained below), rule number, or TRD number.

Texas Administrative Code

The *Texas Administrative Code* (TAC) is the approved, collected volumes of Texas administrative rules.

How To Cite: Under the TAC scheme, each agency rule is designated by a TAC number. For example, in the citation 1 TAC §27.15:

1 indicates the title under which the agency appears in the *Texas Administrative Code* (a listing of all the titles appears below).

TAC stands for the *Texas Administrative Code*.

27.15 is the section number of the rule (27 indicates that the rule is under Chapter 27 of Title 1, 15 represents the individual rule within the chapter).

Latest Texas Code Reporter
(Master Transmittal Sheet) No. 10, December 1982

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Emergency Rules

An agency may adopt a new or amended rule, or repeal an existing rule on an emergency basis, if it determines that such action is necessary for the public health, safety, or welfare of this state. The rule may become effective immediately upon filing with the *Texas Register*, or on a stated date less than 20 days after filing for no more than 120 days. The emergency action is renewable once for no more than 60 days.

An agency must submit written reasons, published in the *Register*, for emergency action on a rule. The submission must also include a statement of the legal authority under which the emergency action is promulgated and the text of the emergency adoption. Following each published emergency document is certification information containing the effective and expiration dates of the action and a telephone number from which further information may be obtained.

Symbology in amended rules. New language added to an existing rule is indicated by the use of **bold text**. [Brackets] indicate deletion of existing material within a rule.

TITLE 13. CULTURAL RESOURCES

Part II. Texas Historical Commission

Chapter 19. Field and Museum Services

Small History Museum Grants

13 TAC §§19.01-19.10

The Texas Historical Commission adopts on an emergency basis new §§19.01-19.10, concerning small history museum matching grants. The commission will be using these sections as guidelines in allocating grant monies to applicant museums. The guidelines used in formulating these sections were approved by the commission at its quarterly meeting on July 29, 1983.

It is intended that the new sections will clearly outline the criteria museums must follow in applying for and being eligible to receive the small history museum grant funds, thereby avoiding any conflict of interest in the grant allocation process. The commission hereby finds that failure to adopt these new emergency sections would pose an imminent peril to the public welfare and should be adopted until permanent sections are promulgated.

The new sections are adopted on an emergency basis pursuant to Texas Civil Statutes, Article 6145, §7, which empowers the commission to furnish leadership, coordination, and services to museums with an interest in the preservation of historical heritage; and §16B, which empowers the commission to provide matching grants for the purpose of preserving collections of small history museums in the state if the

collections are significant in Texas or American history, architecture, archeology, or culture.

§19.01. Museum Eligible For Grant Assistance. To be considered eligible for grant assistance, a museum must:

(1) verify that it is an organized and permanent nonprofit institution, either public or private, the purposes of which essentially involve education, research, or aesthetics;

(2) have trained personnel, either paid or unpaid, who devote full time to the acquisition, care, and exhibition of historical objects owned or used by the institution;

(3) own and utilize tangible historical objects, and maintain adequate accession records on all collections;

(4) maintain exhibits open to the public on a regular schedule at least 20 hours per week, 10 months a year.

§19.02. Project Costs. Applications may be submitted for up to 50% of the project cost, provided the request does not exceed \$1,000. Applicant institutions must provide the other 50% of the cost of the project, either in funds or in-kind services. In-kind services may not exceed one half of a museum's contribution. In part, this requirement may be met through documentation of volunteer time and institutional services contributed to the project. The Texas Historical Commission will favor applications that indicate strong community support by matching funds raised on the local level. Federal grants may be used as matching funds.

§19.03. Grant Application. Five copies of each grant request must be provided to the Texas Historical Commission Field and Museum Services Department. A copy of the application form can be obtained from the Texas Historical Commission. The application deadline is 5 p.m. on January 2 of each year, or 5 p.m. of the last regular work day if January 2 should fall on a weekend or holi-

day. Applications must be received in Texas Historical Commission headquarters by this date and time.

§19.04. Projects Eligible For Grant Assistance.

(a) Grant projects may include, but are not limited to, the following:

- (1) developing conservation methods;
- (2) obtaining technical assistance;
- (3) developing staff training; and/or
- (4) developing educational activities.

(b) Evaluation criteria will include:

- (1) extent to which the objectives of the project are clearly defined and capable of being achieved by the proposed procedure;
- (2) quality of the total operations of the museum;
- (3) availability of alternative support;
- (4) appropriateness of size and scope of the project;
- (5) reasonableness of size and scope of the project;
- (6) extent to which provision is made for adequate evaluation;
- (7) historical significance of collections.

§19.05. Grant Allocation. Grants shall be allocated by vote of the Texas Historical Commission at large at the first quarterly meeting of each calendar year, or at other open meetings designated as appropriate by vote of the commission. The meeting date will be the grant award date. Reallocation of returned funds shall be made by the executive committee of the commission upon the recommendation of the field and museum services committee of the commission. Priority will be given to grant applications for funds requested for the conservation and preservation of collections. Projects involving construction of facilities are not eligible for funds.

§19.06 Commencement of Project. Project work as approved must commence within 45 days of the assigned start date. No expenditures of grant funds shall be made prior to award date.

§19.07. Grant Payment Procedure. Grant funds may be paid in installments. All payment of grant funds shall be on a reimbursement basis. Reimbursement may be made upon submission of proof of incurred allowed expenses. The final installment, 15% of the total award, will not be made until final reports have been made and accepted.

§19.08 Completion of Project and Final Report. Grant recipients must submit a narrative report, photo documentation, and a complete financial report of expenditures no later than 45 days following the completion of project. All projects must be completed within one year of the grant award date. Any exceptions to this rule must be approved by the museum committee.

§19.09. Forfeiture of Grant Allocation. Failure to comply with the deadline for starting project work, to perform any part of the project work as approved, or to complete project within a year of the grant award shall result in forfeiture of the full grant amount for reallocation to another museum project by the commission.

§19.10. Compliance with Requirements for Handicapped Access. All museums applying for grants must

be in compliance with the barrier-free access provisions of Texas Civil Statutes, Article 6016, §7.

Issued in Austin, Texas, on December 27, 1983.

TRD-8310975 Curtis Tunnell
Executive Director
Texas Historical Commission

Effective date: December 28, 1983
Expiration date: April 26, 1984
For further information, please call (512) 476-3092.

TITLE 40. SOCIAL SERVICES AND ASSISTANCE
Part V. Veterans Land Board
Chapter 177. Veterans Housing Assistance Program

40 TAC §§177.01-177.13

The Veterans Land Board adopts on an emergency basis new §§177.01-177.13, concerning the implementation and administration of the Veterans Housing Assistance Program. The purpose of these new sections is to provide for the appointment of an administrator for the program and to establish eligibility requirements for veterans and lending institutions who wish to participate in the program.

The Veterans Land Board finds it imperative to adopt the new sections on an emergency basis to implement the program the voters of Texas authorized in November 1983 and to begin providing the benefits authorized by the program. The new sections are simultaneously proposed for permanent adoption.

The new sections are adopted on an emergency basis under the Natural Resources Code, §162.003, which gives the Veterans Land Board the authority to adopt rules governing the administration of the program.

§177.01. Definitions. The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise:

Administrator—The entity appointed by the board to assist the board in administering the processing of loan applications under these rules.

Board—The Veterans Land Board of the State of Texas.

Bona fide resident—An individual actually living within the State of Texas with the intention to so remain.

Chairman—The commissioner of the General Land Office who is also chairman of the Veterans Land Board.

Commission—The Texas Veterans Affairs Commission.

Covenants—The bond covenants undertaken by the Veterans Land Board in association with the sale of bonds.

FHA—The Federal Housing Administration of the Department of Housing and Urban Development of the United States of America or any successor thereto.

FHLMC—Federal Home Loan Mortgage Corporation or any successor thereto.

FNMA—Federal National Mortgage Association or any successor thereto.

FSLIC—The Federal Savings and Loan Insurance Corporation.

Fund—The veterans housing assistance fund.

Participating lending institution—Any bank, trust company, savings bank, national banking association, savings and loan association, building and loan association, mortgage banker, mortgage company, credit union, life insurance company, or other financial institution that customarily provides services or aids in the financing of mortgages on single-family residential housing, including a holding company for any of the foregoing, which has sought and received approval by the board to participate in the Veterans Housing Assistance Program.

Program—The Veterans Housing Assistance Program.

VA—The Veterans Administration of the United States of America or any successor thereto.

VA guaranty—A guaranty of a mortgage loan by the VA under the Serviceman's Readjustment Act of 1944 as amended.

§177.02. Sale of Bonds. Procedure for issuance and sale of bonds will be set by resolution of the board. The chairman and the executive secretary of the board are authorized to work with the bond counsel and financial advisor selected by the board in ascertaining the elements of security permissible under the law, maturities, option provisions, paying agency provisions, and all other matters pertaining to the bonds which affect the bonds' acceptability in the market, to the end that such elements may be incorporated into the bonds and resolution. The chairman, executive secretary of the board, and bond counsel will prepare a draft of the official notice of sale of bonds for the approval of the attorney general of Texas and subsequently by the board. After the notice of sale is approved, it will be published, either in full or abbreviated form, in the manner prescribed by law. The board has the right to reject any and all bids received.

§177.03. Administration of Fund.

(a) The veterans housing assistance fund is defined by the Natural Resources Code, §162.002, and Subchapter C (§§162.031-162.050).

(b) The proceeds from each bond sale shall be part of the fund and shall first be used for the following purposes:

- (1) to satisfy the reserve requirements of the particular covenants associated with the sale;
- (2) to set up the initial debt repayment associated with each sale.

(c) After the requirements of subsection (b) of this section have been satisfied, the board, with the assistance of the administrator, shall monitor the cash flow requirements of the program and shall administer the fund to:

- (1) meet all bond repayment requirements; and
- (2) make money available as needed by the program to make or acquire home loans as provided by the Natural Resources Code, Chapter 162, and Chapter 177 of this title (relating to the Veterans Housing Assistance Program).

(d) Any money in the fund not immediately needed for the purposes described in subsections (b) and (c) of this section nor immediately committed to paying principal of and interest on the bonds, nor the payment of expenses as provided in the Natural Resources Code, Chapter 162, or Chapter 177 of this title, may be invested in bonds or obligations of the United States or in any other way not in conflict with the covenants or the constitution and laws of the State of Texas, until needed for these purposes.

(e) The board may use money in the fund attributable to bonds issued and sold to pay:

(1) expenses incidental and necessary to the sale and delivery of the bonds, including, but not limited to, the following:

- (A) fees for legal and financial advice;
- (B) the expense of publishing notice of sale of an installment of bonds;
- (C) the expense of printing the bonds;
- (D) the expense of delivering the bonds, including the costs of travel, lodging, and meals of officers or employees of the board, the state comptroller, the state treasurer, and the attorney general, that are necessary in the opinion of the board to effectuate the delivery of bonds;

(E) remuneration to any agent employed by the board to pay the principal and interest on the bonds; and

(F) any other expenses deemed by the board to be reasonable and necessary;

(2) expenses and fees of the administrator for any additional services requested by the board which are not described in the board's contract with the administrator as part of the administrator's standard services. These additional services must not be in conflict with any existing covenants or any board resolutions affecting the sale of bonds or administration of the fund. All such additional services must be authorized and requested by a resolution of the board.

(f) Money in the fund that is not spent for the purposes provided in the Natural Resources Code, Chapter 162, or Chapter 177 of this title shall remain in the fund until there is sufficient money to retire fully bonds issued and sold by the board.

(g) The board may by resolution make provisions for the administration of the fund. In the event of any conflict between these rules and the provisions of a resolution of the board pertaining to the administration of the fund, the provisions of the board's resolution shall control.

§177.04. Appointment of Administrator

(a) The board will set qualifications and requirements, terms, and conditions, and all contract specifications to be met by the administrator. No appointment of an administrator shall be effective until a contract has been awarded by sealed bid and duly executed by the board and the administrator. The functions of the administrator may include, but are not limited to, the following:

- (1) preparing guidelines for participation in the program by participating lending institutions and distributing these guidelines to all interested parties;

(2) preparing loan application forms and information brochures for use by potential veteran loan applicants;

(3) reviewing applications by lending institutions to participate in the program and recommending approval or disapproval to the board;

(4) maintaining a list of all approved participating lending institutions and updating this list by the first day of January, April, July, and October of each year and making this list available upon request to any interested party for the actual cost of reproducing and mailing said list;

(5) reviewing title and loan papers for each transaction under these rules and recommending approval or disapproval of them to the board;

(6) assuring compliance by participating lending institutions with qualification, eligibility, and loan servicing guidelines and reviewing at least annually the performance of each approved participating lending institution and recommending whether the board's approval should be continued or revoked;

(7) overseeing fees and charges made by participating lending institutions;

(8) acting as clearinghouse for loan paperwork, including processing of loan payments by veterans;

(9) overseeing forfeiture, foreclosure, and collection procedures;

(10) preparing the provisions and terms of the contracts between the board and participating lending institutions,

(11) consulting with the appropriate state and federal authorities to obtain approval of the program by the VA, FHA, FNMA, and FHLMC;

(12) providing all data processing services required by the program; and

(13) making available at reasonable times and for reasonable periods books, records, and supporting documents kept current by the administrator pertaining to the program for purposes of inspecting, monitoring, auditing, or evaluating by the board, its representatives, and representatives of the Office of the State Auditor.

(b) The contract between the administrator and the board shall contain guidelines and standards for assessing the performance of the administrator. The contract shall also describe the circumstances and conditions under which the board may dismiss the administrator. The administrator's performance may be subject to an annual review by the board's staff.

§177.05 Loan Eligibility Requirements.

(a) The Veterans Affairs Commission shall determine all questions of eligibility to participate in the program and shall certify to the chairman whether an applicant is eligible. The board shall be the final authority in defining and interpreting the eligibility requirements. The commission shall be the final authority as to whether a veteran loan applicant has actually satisfied those requirements and may prescribe the procedures and forms to be used by veteran loan applicants to evidence eligibility. The board may in its discretion agree to review any decision by the commission, but only for the purpose of determining if the eligibility requirements were properly interpreted by the commission. In such event, the board's decision shall be final.

(b) A veteran loan applicant is eligible to participate in the program if he or she:

(1) is a citizen of the United States of America;

(2) is a bona fide resident of Texas at the time of application for a loan;

(3) has completed 90 continuous days of active duty, unless sooner discharged by reason of a service connected disability, in the Army, Navy, Air Force, Coast Guard, or Marine Corps, after September 16, 1940;

(4) has been discharged from military service under honorable conditions;

(5) was a bona fide resident of Texas at the time of enlistment, induction, commissioning, or drafting; or has resided in Texas continuously for at least five years immediately before the date of application for a loan;

(A) for purposes of determining if an applicant has resided in Texas for five continuous years preceding the date of application, the commission may require an affidavit from the applicant setting forth residence addresses for this five-year period. In addition, the commission may require the applicant to furnish documentary evidence of such residence, including, but not limited to, driver's license, voter registrations, tax receipts, W-2 forms, etc.;

(B) if there is doubt about an applicant's bona fide residence at time of enlistment, induction, commissioning, or drafting, the commission may require that an affidavit of Texas residence be submitted to show evidence of at least five years of continuous residence in Texas immediately prior to the date of application. The commission may establish other procedures for verifying that the veteran applicant was a bona fide resident of Texas at time of enlistment, induction, commissioning, or drafting;

(6) has not previously participated in the Veterans Housing Assistance Program or the Veterans Land Program.

(c) If a veteran dies after the date of filing an application for a loan, and before the transaction has been completed, the surviving spouse shall be eligible to complete that transaction if the spouse otherwise meets the qualification requirements of the participating lending institution.

(d) The unmarried surviving spouse of a veteran who dies in the line of duty shall be eligible to make an application for a loan through the program if the following requirements are satisfied.

(1) The surviving spouse is not married and is a bona fide resident of Texas at the time of application.

(2) At the time of enlistment, induction, commissioning, or drafting, the deceased veteran was a bona fide resident of Texas (the five years residence option is not available).

(3) The deceased veteran was a citizen of the United States of America at time of death.

(4) The deceased veteran must have served active duty in the Army, Navy, Air Force, Coast Guard, or Marine Corps, after September 16, 1940. The deceased veteran need not have served at least 90 continuous days of active duty.

(5) Neither the deceased veteran nor the unmarried surviving spouse previously participated in the Veter-

ans Housing Assistance Program or the Veterans Land Program.

(6) The commission must be furnished a certification from the Veterans Administration of the U.S. Government that the unmarried surviving spouse is currently entitled to benefits as the spouse of a veteran who died "in the line of duty." The commission may determine that the line of duty requirement is satisfied upon presentation of other evidence.

(e) Notwithstanding anything in these rules to the contrary, the board in its discretion may waive the requirement that the applicant shall not have previously participated in the Veterans Housing Assistance Program or the Veterans Land Program. An applicant wishing to participate in the program who has previously participated in either the Veterans Housing Assistance Program or the Veterans Land Program shall submit to the board an affidavit setting forth the circumstances for the board to consider in granting a waiver. Reasons for being permitted to participate in the Veterans Housing Assistance Program again may include, but are not limited to, loss of a board financed home by reason of change in employment or any condemnation action not the fault of the applicant.

(f) If both a husband and wife are individually eligible to participate in the program, nothing herein shall be construed to prohibit each of them from applying for a loan to jointly purchase the same home. Therefore, the board may make two loans for the purchase of the same home by two veterans who are husband and wife, but only in the event that both spouses together satisfy the loan qualification requirements of the participating lending institution.

§177.06. Application Procedures.

(a) All application materials required by the board will be distributed by the administrator to all participating lending institutions. Veterans wishing to participate in the program must first contact a participating lending institution which will acquaint the veteran with the program and determine if the veteran qualifies for the participating lending institution's portion of the loan. If the veteran is approved by the participating lending institution, it will assist the veteran in completing the application forms for the program. The institution will collect a \$25 application fee from the veteran for the board and will attach it to the completed application forms.

(b) The board will provide by interagency contract with the commission for the commission's fee for certifying the veteran's eligibility, the manner by which the commission's fee shall be paid, and the procedure for receiving the \$25 fee and forwarding it to the board. The administrator will inform all participating lending institutions of the procedure for collecting the application fee and forwarding it with the application to the board or the commission. The commission shall review the application and eligibility documentation of the veteran and either approve or disapprove the application.

(1) The commission shall provide the chairman a list of all applicants which shows the commission's approval or disapproval of each application.

(2) If the commission disapproves an application, the commission shall also notify the participating

lending institution which submitted the application. The participating lending institution shall notify the veteran applicant of the disapproval of the application.

(c) For each application approved by the commission, the board's staff will determine if the veteran has previously participated in either the Veterans Land Program or the Veterans Housing Assistance Program. If the veteran has no previous participation, the chairman will notify the administrator of its approval of the board's portion of the loan. As previously provided by these rules, the board may in its discretion waive the requirement that the veteran have not previously participated in the Veterans Land Program or the Veterans Housing Assistance Program.

(d) Upon receipt of notice of the board's approval, the administrator will notify both the veteran and the participating lending institution of the approval of the veteran's loan and state the period of time for which funds are reserved for the veteran.

(e) The participating lending institution will then complete its processing of the loan and will close and fund it. The mortgage loan will be submitted to the administrator for review. As these loans are approved by the administrator, they will be purchased on a monthly basis by the board and the participating lending institution will be reimbursed.

§177.07. Qualifying Lending Institutions.

(a) Any entity wishing to apply to be a participating lending institution may obtain application information and forms from the administrator. The applicant shall submit the completed application and application fee to the administrator who shall review it and recommend approval or disapproval of the application to the board. The board shall consider the recommendation of the administrator and shall notify the applying lending institution of its decision. Approval of the application of a lending institution to participate shall not be withheld unreasonably.

(b) No application shall be approved unless the applicant:

(1) is duly organized, validly existing, and in good standing under the laws governing its creation and existence and is duly authorized and qualified to originate and service residential housing loans in the State of Texas and transact all business contemplated by Chapter 177 of this title and the Natural Resources Code, Chapter 162;

(2) is, at the time of the origination of any conventional mortgage loan, an FNMA or FHLMC approved seller and servicer of conventional mortgages, or an institution, the deposits of which are insured by FDIC or FSLIC, and will continue to be so approved at all times thereafter, so long as the applicant shall continue to serve in the capacity contemplated by the program;

(3) is, at the time of origination of any mortgage loan which has FHA insurance, an FHA approved mortgagee and an FNMA or FHLMC approved seller and servicer of FHA insured mortgages, and will continue to be so approved at all times thereafter, so long as the applicant shall continue to serve in the capacity contemplated by the program;

(4) is, at the time of origination of any mortgage loan which has a VA guaranty, an eligible lender for mortgages guaranteed by the VA and an FNMA or FHLMC approved seller and servicer of VA guaranteed mortgages,

and will continue to be so approved at all times thereafter, so long as the applicant shall continue to serve in the capacity contemplated by the program;

(5) is in compliance with the nondiscrimination provisions of the Civil Rights Act of 1964 (78 Statutes 252) and the regulations pursuant to such Act;

(6) has a delinquency and foreclosure experience for the last three years which does not materially exceed the experience for similar institutions as determined by the administrator; and

(7) shall satisfy any other qualification requirements which the board may adopt by resolution from time to time

(c) The board shall review the list of approved participating lending institutions maintained by the administrator no later than March 1 of each year and may request the administrator to make further recommendations concerning previously approved participating lending institutions. The board may, as part of its annual review or at any other time, revoke its approval of a participating lending institution but shall not do so unreasonably.

(d) Upon approval of a lending institution to participate in the program, the institution and the board shall execute a contract containing terms formulated by the administrator and approved by the board. The contract's terms shall reflect the prudent lending practices prevalent in the lending industry.

§177.08. *Qualifying Homes.*

(a) The home the veteran wishes to purchase must meet all requirements established by the participating lending institution to whom the veteran has made application.

(b) In addition to other qualification requirements, the home must be occupied by the veteran within 60 days of closing and must be maintained as the veteran's principal residence for three consecutive years from date of purchase, except as hereinafter provided. The administrator and the participating lending institution servicing the veteran's loan will verify that the three years residency requirement is satisfied and report any violation to the board. In the event of a violation, the board may increase the interest rate on its loan to a higher rate or may accelerate all principal and interest on its loan. The board may, in its discretion, adopt any other remedy it deems appropriate.

(c) The board's loan must be a new mortgage; no refinancing shall be permissible under the program. The home does not have to be of new construction.

(d) In addition to any requirements or specifications placed on the type and quality of home by the participating lending institution, the home must be on a permanent foundation that is part of the real estate. All requests for financing of a modular (prefabricated) home will be considered on a case-by-case basis by the administrator under guidelines approved by the board.

§177.09. *Fees, Expenses, and Interest.*

(a) All fees and expenses charged to a veteran receiving a loan under this program must be approved by the board, including fees, expenses, and interest rates charged by the participating lending institution on its portion of the loan to the veteran. Fees and expenses ap-

proved by the board may be made a part of the veteran's loan installment payments.

(b) All fees and expenses charged to a participating lending institution by the administrator under this program must be approved by the board.

(c) Within a reasonable period of time, the board shall either approve or disapprove all fees, expenses, and interest rates to be charged by a participating lending institution. All fees, expenses, and interest rates shall be limited to the maximum extent practical to those which would be collected by the participating lending institution in the normal course of its residential mortgage lending business. The administrator shall incorporate in its guidelines for participating lending institutions provisions for the maximum fees, expenses, and interest rates which may be charged. In the alternative, the administrator shall incorporate in said guidelines the procedures for computing the maximum fees, expenses, and interest rates which participating lending institutions may charge veterans. The contracts between the board and the participating lending institutions shall incorporate the administrator's guidelines as to fees, expenses, and interest rates.

(d) Violation by a participating lending institution of the board's requirements as to maximum fees, expenses, and interest rates may result in revocation of the board's approval of the lending institution as a participant in the program, or such other remedies as may be available to the board.

(e) The interest rate charged by the board shall be set to provide a margin over the rate paid on the bonds issued under this program and the margin shall be used in whole or in part to defray the expenses of administering the program by the board, the administrator, and the participating lending institutions.

(f) The board may require that the veteran make a down payment not to exceed 5.0% of the total purchase price of the home. This down payment shall be paid to the participating lending institution at closing. In the alternative, the board may require a down payment not to exceed 5.0% of the board's portion of the loan to be paid to the board. In this event, the veteran shall satisfy the participating lending institution's requirements as to down payment for the particular type of loan being made by the participating lending institution.

(g) Principal and interest that becomes delinquent shall bear penalty interest at a rate fixed by the board on its portion of the loan. The participating lending institution may set late payment penalties as permitted by law on its portion of the loan.

§177.10. *Loan Security.*

(a) An approved loan must be secured by a mortgage, deed of trust, or other lien on the home prior to any disbursement of funds to the participating lending institution by the board. All paperwork associated with the note and lien shall be deposited for safekeeping with the administrator.

(b) The security for the board's loan will be provided by:

(1) a participation first lien mortgage with the board and the participating lending institution joining as mortgagees, each receiving a share of the mortgage payment in proportion to each's loan, or a second lien and deed of trust securing the full amount of the board's loan;

(2) mortgage insurance providing for repayment of at least 50% of the total outstanding principal balances of all loans, or repayment of at least 50% of all anticipated losses, based upon the administrator's analysis and forecast of potential losses shown by the actual experience of the mortgage lending industry on similar types of loans. The board may contract with a mortgage insurance company for pooled coverage or with individual companies for insurance on each loan, or the board may elect to be self insured in part or in whole in order to meet the requirements of the Natural Resources Code, §162.011(d);

(3) hazard insurance on the structure naming the board loss payee in at least the amount of the board's loan.

(c) When the board has determined that a transaction under this program has been completed and the board's loan is secured as provided in subsections (a) and (b) of this section, the board shall disburse funds to the participating lending institution for the board's portion of the mortgage.

(d) The board may establish a master policy for group insurance which will be made available to all purchasers under this program for payment of the outstanding principal balance of the board's portion of the loan upon the death of the borrower.

§177.11. Servicing Loans.

(a) Payments of principal and interest on the board's loan will be made on a monthly basis directly to the participating lending institution agreeing to service the veteran's loan. The board's portion of this loan will be forwarded to the board in accordance with the contract between the board and the participating lending institution. The installment payments collected by the participating lending institution may include installments on taxes and insurance and other fees and expenses approved by the board.

(b) In the event that a veteran becomes delinquent and defaults, it shall be the responsibility of the administrator and the participating lending institution servicing the loan to determine if foreclosure on the loan is necessary. If foreclosure is necessary, the participating lending institution shall initiate foreclosure actions under the provisions of the deed of trust.

(c) The participating lending institution shall verify that during the course of the loan the hazard insurance and mortgage repayment insurance are current. In the event of default or occurrence of any condition covered by the insurance, the participating lending institution will notify the insurer and file a claim under the provisions of the applicable policies. The board's portion of the proceeds shall be computed as a percentage of the board's principal balance to the total principal balance. The participating lending institution shall forward to the board its portion of the proceeds under the policy.

(d) The veteran may prepay his loan with the participating lending institution or the board at any time in whole or in part with no penalty. The veteran must contact the participating lending institution to make arrangements for partial prepayment, and the veteran may designate how the payment shall be applied as between the board's loan and the participating lending institution's loan. The board shall not require that any portion of a partial prepayment be applied to the board's loan.

(e) The administrator shall incorporate into the guidelines for participating lending institutions and the contracts between the board and the participating lending institutions provisions governing servicing of loans, including procedures for determining default and foreclosure.

§177.12. Assumptions.

(a) A loan under this program may be assumed after obtaining approval of the board and the participating lending institution in writing and by complying with the following requirements.

(1) The original veteran borrower must have occupied the home as a principal residence for at least three years from the date of purchase.

(2) All mature interest, principal, and taxes must have been paid.

(3) The party wishing to assume the loan must meet the qualification requirements of the participating lending institution.

(4) The assumption agreement must be on forms approved by the administrator and the board and must be executed by the chairman of the board.

(b) The board may in its discretion waive the requirement that the original veteran occupy the home as a principal residence for three consecutive years if it deems a waiver to be in the best interests of the program or upon receiving and approving evidence of one of the following circumstances:

- (1) death of the veteran purchaser;
- (2) bankruptcy of the veteran purchaser;
- (3) financial incapacity of the veteran purchaser;

or

(4) forced sale of the home due to:

- (A) divorce and property settlement;
- (B) move required by change in the employment of the veteran or veteran's spouse;
- (C) condemnation of the property through no fault of the veteran.

(c) The board may prescribe any forms or methods by which the required evidence shall be submitted to the board. If the veteran shall attempt to violate the three-year limitation on assignments, the board may accelerate all principal and interest on the loan. The board, in its discretion, may adopt any other remedy it deems appropriate. The participating lending institution and the administrator shall monitor to the extent practically possible each loan during its first three years to determine if a violation of the three-year limitation on assumptions or residence occurs.

(d) The veteran shall not make any other attempt to sell, convey, rent, or lease the property purchased under this program except in the manner prescribed in these rules and the Natural Resources Code, Chapter 162. Any attempt to sell, assign, transfer, convey, rent, or lease the property purchased under this program without the express written approval of the board shall be deemed a violation of these rules and the Veterans Housing Assistance Act and will be subject to the provisions of the Natural Resources Code, §162.016(d).

§177.13. Rights of Board. The board may reject any veteran's loan application and shall not be liable for any loss resulting from such rejection. The board is the final

authority in determining the interpretation and application of these rules on a case by case basis.

Issued in Austin, Texas, on December 29, 1983.

TRD-8311018 Garry Mauro
 Chairman
 Veterans Land Board

Effective date: December 29, 1983

Expiration date: April 27, 1984

For further information, please call (512) 475-5661.



Proposed Rules

Before an agency may permanently adopt a new or amended rule, or repeal an existing rule, a proposal detailing the action must be published in the *Register* at least 30 days before any action may be taken. The 30-day time period gives interested persons an opportunity to review and make oral or written comments on the rule. A public hearing on the proposal may also be granted if such a procedure is requested by a governmental subdivision or agency, or by an association consisting of at least 25 members.

The proposal, as published in the *Register*, must include a brief explanation of the proposed action, a fiscal statement indicating effect on state or local government, a statement explaining anticipated public benefits and possible economic costs to individuals required to comply with the rule, a request for public comments, a statement of statutory authority under which the proposed rule is to be adopted (and the agency's interpretation of the statutory authority); the text of the proposed action, and a certification statement. The certification information, which includes legal authority, the proposed date of adoption or the earliest possible date that the agency may file notice to adopt the proposal, and a telephone number to call for further information, follows each submission.

Symbology in amended rules. New language added to an existing rule is indicated by the use of **bold text**. [Brackets] indicate deletion of existing material within a rule.

TITLE 19. EDUCATION Part II. Texas Education Agency Chapter 75. Curriculum

The following proposals submitted by the Texas Education Agency are being serialized in this issue of the *Texas Register*. The entire text of Subchapter C, and Subchapter D, §§ 75.61-75.68, appears in this issue. The remaining sections in Subchapter D and the text of Subchapter E will be published in subsequent issues. The text of Subchapter B appeared in the January 3, 1984, issue of the *Texas Register*. Proposed date of adoption for all of the proposals is March 10, 1984.

Subchapter C. Essential Elements—Grades Seven and Eight
19 TAC §§ 75.41-75.51
(proposed new)

Subchapter D. Essential Elements—Grades Nine-12
19 TAC §§ 75.61-75.122
(proposed new)

Subchapter E. Well-Balanced Curriculum
19 TAC § 75.141
(proposed new)

The Texas Education Agency proposes to establish a new Chapter 75, concerning curriculum. Section 21.101 of the Texas Education Code requires the State Board of Education to designate the essential elements of each subject listed in that section of the code and to require each school district in the state to provide instruction in these essential elements at

appropriate grade levels. Subchapters B-E of the new chapter are proposed at this time. Subchapters B-E are as follows.

Subchapter B describes the essential elements for subjects in kindergarten through grade six. These subjects are English language arts; other languages; mathematics; science; health; physical education; fine arts; and social studies, Texas, and U.S. history.

Subchapter C describes the essential elements for subjects in grades seven and eight. These subjects are English language arts; other languages; mathematics; science; health; physical education; fine arts; social studies, Texas, and U.S. history; business education; vocational education; and computer literacy.

Subchapter D describes the essential elements for subjects in grades nine through 12. These subjects are English language arts; other languages; mathematics; science; health; physical education; fine arts; social studies, Texas, and U.S. history; economics with emphasis on the free enterprise system and its benefits; business education, vocational education; and other courses.

Subchapter E is called "Well-Balanced Curriculum." At this time only one section in the subchapter is proposed. This § 75.141 contains the description of a well-balanced elementary curriculum, including time requirements for the elementary grades.

Additional subchapters and sections within Chapter 75 will be proposed at a later date. These will include

provisions which address school district responsibility, well-balanced secondary curriculum, graduation requirements, and provisions concerning implementation of the new curriculum requirements.

Richard Bennett, associate commissioner for finance, has determined that for the first five-year period the rules will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules.

Mr. Bennett and Dr. Beverly J. Bardsley, director for policy development, also have determined that for each year of the first five years the rules as proposed are in effect the public benefit anticipated as a result of enforcing the rules as proposed is a clear and detailed statement of what every child in Texas should have the opportunity to learn in each subject at each grade level. The curriculum is designed to provide students not only the basic skills of reading, writing, and mathematics, but also the competencies for practicing good citizenship, thinking precisely, and communicating clearly. There is no anticipated economic cost to individuals who are required to comply with the rules as proposed.

Comments on the proposal may be submitted to Dr. Beverly J. Bardsley, Director for policy Development, 201 East 11th Street, Austin, Texas 78701, (512) 475-7077. All requests for a public hearing on these proposed sections submitted in accordance with the Administrative Procedure and Texas Register Act must be received by the commissioner of education not more than 15 calendar days after notice of a proposal has been published in the *Texas Register*.

Subchapter C. Essential Elements— Grades Seven and Eight

19 TAC §§75.41-75.51

These new sections are proposed under the authority of the Texas Education Code, §21.101, which specifies the subjects to be included in a well-balanced curriculum and which directs the State Board of Education by rule to designate the essential elements of necessary subjects, and to require school districts to provide instruction in those elements at appropriate grade levels.

§75.41. English Language Arts.

(a) English language arts, grade seven (one unit). English language arts, grade seven, shall include the following essential elements:

- (1) Writing concepts and skills. The student shall be provided opportunities to:
 - (A) use the composing process to plan and generate writing;
 - (B) write for a variety of purposes and audiences;
 - (C) synthesize information from several sources;
 - (D) use direct quotations from written and oral sources;
 - (E) use formal and informal language appropriately;

- (F) substitute specific words for general words;
- (G) omit sentence fragments, run-on sentences, nonagreement, and faulty tense changes;
- (H) proofread for punctuation, capitalization, spelling, and syntax; and

(I) apply common generalizations about spelling.

(2) Language concepts and skills. The student shall be provided opportunities to:

- (A) produce well-formed sentences with some variety;
- (B) use all parts of speech correctly in written and oral communication; and
- (C) use oral language effectively for a variety of purposes and audiences.

(3) Literature concepts and skills. The student shall be provided opportunities to:

- (A) follow plot and character development in stories;
- (B) recognize figurative language;
- (C) recognize literary traditions of cultural groups; and
- (D) recognize folk literature, legends, and myths.

(4) Reading concepts and skills. The student shall be provided opportunities to:

- (A) choose appropriate meaning of multi-meaning words;
- (B) identify and evaluate main idea statements;
- (C) arrange details in sequential order;
- (D) predict probable future actions;
- (E) summarize and make generalizations;
- (F) distinguish between fact and nonfact;
- (G) follow written directions including substeps; and
- (H) use the card catalog and standard library references.

(5) Speaking and listening skills. The student shall be provided opportunities to:

- (A) participate in group discussions;
- (B) present information in a variety of oral situations;
- (C) follow ways a speaker signals important ideas and examples;
- (D) respond appropriately to a presenter; and
- (E) take notes from an oral presentation.

(b) English language arts, grade eight (one unit). English language arts, grade eight, shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

- (A) use the composing process to plan and generate writing;
- (B) write for a variety of purposes and audiences;
- (C) demonstrate clear and logical thinking in support and development of a central idea;
- (D) evaluate the content and organization of one's own writing as well as that of others;
- (E) use formal and informal language appropriately;
- (F) avoid cliches and trite expressions;

(G) use punctuation and capitalization appropriately in writing;

(H) omit sentence fragments, run-on sentences, nonagreement, and faulty tense changes;

(I) edit for clarity of language, appropriate word choice, and effective sentences;

(J) apply common generalizations about spelling; and

(K) use the dictionary to check spelling.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) produce well-formed sentences with some variety;

(B) use all parts of speech correctly in written and oral communication;

(C) use common affixes to change words from one part of speech to another; and

(D) use oral language effectively for a variety of purposes and audiences.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) follow more complex plot and character development in stories;

(B) recognize the ways in which figurative language and sound devices contribute to meaning;

(C) describe plot, setting, character, and mood in more complex literary selections;

(D) recognize different types of literature: short stories, novels, poems, and plays; and

(E) recognize the basic types and characteristics of nonfiction.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) choose the appropriate meaning of multi-meaning words;

(B) identify implied main ideas and related details;

(C) distinguish between and evaluate fact and nonfact;

(D) predict probable future actions and outcomes;

(E) arrive at a generalization from a given series of details and/or assumptions;

(F) use parts of a book;

(G) interpret diagrams, graphs, and statistical illustrations; and

(H) use the card catalog and standard references.

(5) Speaking and listening skills. The student shall be provided opportunities to:

(A) participate in group discussion;

(B) present information in a variety of oral situations;

(C) follow ways a speaker signals important ideas and examples;

(D) respond appropriately to a presenter; and

(E) take notes from an oral presentation.

(c) Reading, grade seven (one unit). Reading, grade seven, shall include the following essential elements:

(1) Word recognition skills to decode written language. The student shall be provided opportunities to:

(A) apply contextual clues;

(B) use word structure analysis; and

(C) use advanced dictionaries for word pronunciation.

(2) Vocabulary development to understand written materials. The student shall be provided opportunities to:

(A) use advanced dictionaries for determining word meaning; and

(B) choose appropriate meaning of multi-meaning words.

(3) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(A) identify and evaluate main ideas and subordinated related details;

(B) arrange details in sequential or simultaneous order;

(C) perceive cause and effect relationships;

(D) summarize and make generalizations;

(E) distinguish between facts and fictional details;

(F) recognize author's purpose, point of view, and opinion;

(G) compare and contrast viewpoints on the same topic; and

(H) draw conclusions.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(A) follow written directions, including sub-steps;

(B) identify the form and function of the various parts of a book;

(C) use the card catalog and standard library references;

(D) interpret diagrams, graphs, and statistical illustrations; and

(E) vary rate of reading according to purpose.

(d) Reading, grade eight (1 unit). Reading, grade eight, shall include the following essential elements:

(1) Word attack skills to decode written language. The student shall be provided opportunities to:

(A) use structural analysis: Greek and Latin prefixes and roots;

(B) use contextual clues to determine pronunciation of words; and

(C) use advanced dictionaries.

(2) Vocabulary development to understand written materials. The student shall be provided opportunities to:

(A) choose the appropriate meaning of multi-meaning words; and

(B) use specialized and technical vocabulary related to specific content areas.

(3) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(A) identify implied main ideas and related details;

(B) identify and evaluate author's point of view, purpose, and opinions;

(C) distinguish between and evaluate fact and nonfact;

(D) predict probable future actions or outcomes;

(E) arrive at a generalization from a given series of details and/or assumptions; and

(F) recognize forms of propaganda.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(A) follow complex written directions;

(B) use parts of a book, such as visual aids, chapter headings and subheadings, italics, color coding, marginal notes, footnotes, jacket summaries, appendices;

(C) locate, select, and organize information from periodicals and a variety of reference materials;

(D) interpret diagrams, graphs, and statistical illustrations;

(E) vary rate of reading according to purpose; and

(F) use phrasing, cadence, and stress to reflect meaning, mood, and tone in oral reading.

(e) Reading improvement, grade seven (one unit). Reading improvement, grade seven, shall include the following essential elements:

(1) Word recognition skills to decode written language. The student shall be provided opportunities to:

(A) apply phonic analysis;

(B) use contextual clues;

(C) use structural analysis; and

(D) use the dictionary as a key to pronunciation.

(2) Vocabulary development to understand written materials. The student shall be provided opportunities to:

(A) choose appropriate meaning of multi-meaning words; and

(B) expand vocabulary in content areas.

(3) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(A) select the directly stated or implied main idea in paragraphs and in longer selections;

(B) recognize specific facts and details supporting the main idea;

(C) arrange events in sequential order;

(D) make inferences and draw conclusions;

(E) distinguish between fact and opinion; and

(F) predict probable future outcomes and/or actions.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(A) follow a set of written directions;

(B) use a card catalog and standard library references;

(C) use parts of a book; and

(D) use graphic sources: charts, graphs, maps, diagrams.

(f) Reading improvement, grade eight (one unit). Reading improvement, grade eight, shall include the following essential elements:

(1) Word attack skills to decode written language. The student shall be provided opportunities to:

(A) demonstrate basic word attack skills: phonic analysis, structural analysis, contextual clues; and

(B) use the dictionary as a key to pronunciation: phonetic respelling, syllabication, accents.

(2) Vocabulary development to understand written materials. The student shall be provided opportunities to:

(A) select the appropriate meaning of multi-meaning words; and

(B) recognize vocabularies associated with a variety of content areas.

(3) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

(A) identify the implied main idea;

(B) choose supporting facts and details;

(C) arrange events in sequential order;

(D) perceive cause and effect relationships;

(E) summarize and make generalizations; and

(F) analyze information and make judgments on the basis of information given.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

(A) follow written directions, including sub-steps;

(B) use various parts of a book: chapter headings, marginal notes, footnotes, appendices;

(C) interpret graphic materials: diagrams, graphs, charts, maps, globes, schedules; and

(D) use reference materials: dictionaries, encyclopedias, catalogs, almanacs, periodicals, newspapers.

(g) Speech, grades seven and/or eight (one-half to one unit). Speech, grades seven and/or eight, shall include the following essential elements:

(1) Enhancement of positive self-image, self-esteem, and selfconfidence. The student shall be provided opportunities to:

(A) develop an awareness of each person's uniqueness;

(B) recognize that appropriate speaking skills are valuable assets now and in the future; and

(C) reach for self-actualization.

(2) Interpersonal and group communication. The student shall be provided opportunities to:

(A) participate in a variety of kinds of formal and informal group discussions; and

(B) learn to express one's own feelings appropriately.

(3) The basic communication process. The student shall be provided opportunities to:

(A) recognize the elements of the communication process;

(B) recognize good and bad listening habits;

(C) exhibit critical listening skills;

(D) formulate ideas;

(E) express ideas effectively;

(F) recognize the rights of others to have differing viewpoints;

(G) recognize and use nonverbal language; and

(H) examine the basic vocal process.

(4) Types of speeches. The student shall be provided opportunities to:

- (A) evaluate speeches given by others;
 - (B) explore the use of the voice and body in speaking situations;
 - (C) examine the different purposes for speaking;
 - (D) organize ideas;
 - (E) prepare and deliver various speeches; and
 - (F) establish criteria for evaluation.
- (5) Interpretive reading. The student shall be provided opportunities to:
- (A) choose appropriate material for oral presentation;
 - (B) analyze literary selections;
 - (C) perform selections as an individual or with a group; and
 - (D) establish criteria for evaluation.

§75.42. Other Languages. School districts are encouraged to offer other languages to the extent possible. For districts which offer other languages in grades seven-eight (one-half to one unit), the essential elements shall be those designated as Levels I and II in §75.62 of this title (relating to Other Languages).

§75.43. Mathematics.

(a) Mathematics, grade seven (one unit). Mathematics, grade seven, shall include the following essential elements:

(1) Concepts and skills associated with the understanding of numbers (whole, integer, and rational) and the place-value system. The student shall be provided opportunities to:

- (A) investigate the history of numeration system;
- (B) round whole numbers and decimals;
- (C) use scientific notation;
- (D) factor (primes and composites);
- (E) find the least common multiple;
- (F) find the greatest common factor;
- (G) use fractions, decimals, ratio, percent;
- (H) use integers; and
- (I) use exponential notation.

(2) The basic operations on numbers (addition, subtraction, multiplication, division), their properties, and their uses. The student shall be provided opportunities to:

- (A) add, subtract, multiply, and divide rational numbers; and
- (B) use exponents.

(3) Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to:

- (A) estimate solutions;
- (B) solve simple linear equations and inequalities;
- (C) use basic operations;
- (D) apply geometric concepts;
- (E) use denominate numbers in problem solving;
- (F) use proportion and percent, and
- (G) practice skills in personal finance.

(4) Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to:

- (A) use metric and customary units;
- (B) convert within the metric system;
- (C) determine perimeter and circumference;
- (D) find area, surface area, and volume; and
- (E) apply skills.

(5) Properties and relationships of geometric shapes and their applications. The student shall be provided opportunities to:

- (A) use points to define lines, rays, angles, and planes;
- (B) understand properties and definitions of two- and three-dimensional figures;
- (C) use similarity, congruence, and symmetry;
- (D) construct geometric figures; and
- (E) apply skills.

(6) The representation of numbers on a line and pairs of numbers on a coordinate plane. The student shall be provided opportunities to:

- (A) graph on a coordinate plane:
 - (i) similar figures;
 - (ii) reflection images; and
 - (iii) linear equations; and
- (B) apply skills.

(7) The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to:

- (A) use frequency distributions;
- (B) find the mean, median, and mode;
- (C) interpret and construct charts and graphs;
- (D) use simple event probability; and
- (E) apply skills.

(8) Investigating the use of computing devices and their capabilities. The student shall be provided opportunities to use calculators and/or computers to solve mathematics problems.

(b) Mathematics, grade eight (one unit). Mathematics, grade eight, shall include the following essential elements:

(1) Concepts and skills associated with the understanding of numbers (whole, integer, and non-negative rational) and the place-value system. The student shall be provided opportunities to:

- (A) use exponential notation;
- (B) round whole numbers and decimals;
- (C) determine significant digits;
- (D) use scientific notation;
- (E) factor;
- (F) understand rational number properties;

and

- (G) use ratio and percent.

(2) The basic operations on numbers (addition, subtraction, multiplication, division), their properties and their uses. The student shall be provided opportunities to:

- (A) add, subtract, multiply, and divide rational numbers; and
- (B) find the absolute value.

(3) Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to:

- (A) estimate solutions;
- (B) write and solve equations;
- (C) solve problems using denominate numbers;

- (D) apply geometric concepts;
- (E) apply proportion and percent;
- (F) use graphs;
- (G) use probability and statistics; and
- (H) practice skills in personal finance.

(4) Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to:

- (A) use metric and customary units;
- (B) convert (within the metric system);
- (C) recognize precision;
- (D) find area, surface area, and volume; and
- (E) apply skills.

(5) Properties and relationships of geometric shapes and their applications. The student shall be provided opportunities to:

- (A) use right triangle geometry with:
 - (i) Pythagorean property,
 - (ii) similarity;
 - (iii) indirect measurement; and
 - (iv) ratios;
- (B) apply skills; and
- (C) construct geometric figures.

(6) The representation of numbers on a line and pairs of numbers on a coordinate plane. The student shall be provided opportunities to:

- (A) graph on a coordinate plane:
 - (i) translations and reflections;
 - (ii) linear equations; and
 - (iii) nonlinear graphs; and
- (B) apply skills.

(7) The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to:

- (A) use counting methods, factorials;
- (B) draw Venn diagrams;
- (C) find the probability of simple and compound events;
- (D) use tables and graphs,
- (E) find the mean, median, mode;
- (F) make predictions; and
- (G) apply skills.

(8) Investigating the use of computing devices and their capabilities. The student shall be provided opportunities to:

- (A) use calculators and/or computers to solve mathematics problems; and
- (B) determine limitations and strengths.

§75.44. Science.

(a) Life science (one-half to one unit). Life science shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to:

- (A) demonstrate the safe use of microscopes, other biological equipment, and chemicals in life science investigations; and
- (B) prepare wet- and dry-mount slides.

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to observe selected plants and animals and their growth patterns.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify plants and animals according to similarities, differences, and uses.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

- (A) describe the essential life activities carried on by living cells; and
- (B) describe ecological relationships in the environment.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

- (A) measure life processes; and
- (B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

- (A) formulate an experimental design to test an hypothesis in life science; and
- (B) predict the outcome of life processes.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

- (A) compare organism adaptations to environmental changes; and
- (B) compare the rates of life processes.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining life processes.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to identify the variables remaining constant, the variables being manipulated, and the variables responding in a life science investigation.

(10) Application of science in daily life. The student shall be provided opportunities to:

- (A) analyze the economic importance of selected plants and animals; and
- (B) evaluate the applications and career implications of life science principles and the findings of research.

(b) Earth science (one-half to one unit). Earth science shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to:

- (A) demonstrate the safe use of earth science equipment and chemicals;
- (B) prepare display collections of earth materials; and
- (C) demonstrate skills using laboratory instruments.

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

- (A) observe earth materials and structures, changes in the weather, astronomical objects; and
- (B) examine geological, star, and weather maps.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided oppor-

tunities to classify objects or events according to similarities and differences.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

(A) describe renewable and nonrenewable resources;

(B) describe the effects of earth science processes; and

(C) draw a topographic map using points of measured elevation.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure earth science properties; and

(B) plot data on graphs, maps, and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict the outcome of an earth science activity from trends in experimental data, using interpolation and extrapolation; and

(B) formulate an earth science hypothesis from experimental data.

(7) Properties and relationships of objects/events (spatial arrangements, positions, etc.) to other objects and events. The student shall be provided opportunities to:

(A) compare geologic time in relation to life forms and events;

(B) analyze scale models of stratigraphic structures;

(C) compare and contrast types of weather patterns; and

(D) contrast human activities that affect the natural environment.

(8) The use of defined terms based on experience and observation. The student shall be provided opportunities to clarify operational definitions used to explain earth processes.

(9) Experience in identifying and managing the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an earth science investigation; and

(B) manage an experimental apparatus to test an earth science hypothesis.

(10) Application of science in daily life. The student shall be provided opportunities to evaluate the applications and career implications of earth science principles and the findings of research.

§75.45. Health.

(a) Health education, grade seven or eight (one-half unit), shall include the following essential elements:

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

(A) determine alternate courses of action when one is being pressured concerning use of alcohol, tobacco, and other drugs;

(B) describe sources of stress and analyze various ways of handling stress;

(C) recognize that daily health practices affect confidence and achievement, social development, and wellness;

(D) investigate the range of effects on personal health and safety from the use of alcohol, tobacco, and other drugs;

(E) plan a personal program of physical activity, rest, and food selection;

(F) recognize own personal attributes and attitudes;

(G) discriminate between responsible and irresponsible choices that affect personal health;

(H) recognize body systems and their functions; and

(I) identify accident prevention practices needed in our society.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

(A) practice first-aid skills;

(B) identify principles of rescue, transfer, and aid to persons choking or not breathing;

(C) investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases;

(D) predict effects on health of using products unwisely;

(E) make a plan of action for selecting health services, products, and practitioners;

(F) demonstrate communication skills that foster healthy relationships;

(G) differentiate responsibilities of individuals at various stages of maturity; and

(H) investigate influence of other persons on an individual's attitudes, interests, and needs.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

(A) demonstrate basic knowledge of laws and describe governmental regulations related to production, distribution, and use of alcohol, tobacco, and other drugs;

(B) predict consequences of poor management of public health hazards;

(C) identify uniform traffic controls;

(D) identify local public health agencies' resources; and

(E) identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

§75.46. Physical Education. Physical education, grades seven and eight (one-half to one unit), shall include the following essential elements:

(1) Knowledge and motor skills basic to efficient movement. The student shall be provided opportunities to:

(A) safely and efficiently participate in movement skills included in sports, stunts, and other activities; and

(B) improve perceptual motor skills.

(2) Rules, knowledge, and skills basic to beginning or intermediate participation in individual, dual, and

team sports. The student shall be provided opportunities to:

(A) participate with other students in individual, dual, and team sports;

(B) develop new and more complex skills needed for success in games and sports; and

(C) practice behavior reflective of good sportsmanship.

(3) Motivation and development of a high level of personal and physical fitness and the ability to maintain this level. The student shall be provided opportunities to:

(A) participate daily in vigorous activities for periods of increasing duration; and

(B) assess level of fitness.

(4) Knowledge and skills for leisure and lifetime sports activities. The student shall be provided opportunities to participate in varied physical recreational activities that could be continued throughout life.

§75.47. Fine Arts.

(a) Art, grades seven-eight (one-half to one unit). (Eight is a continuation and progression of seven.) Art, grades seven-eight, shall include the following essential elements:

(1) Awareness and sensitivity to natural and man-made environments. The student shall be provided opportunities to:

(A) examine a variety of objects;

(B) explore elements (line, value, texture, color, form, and space); and

(C) apply principles (unity, emphasis, balance, variety, movement, and proportion).

(2) Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to work with design, drawing, painting, print-making, sculpture, and crafts.

(3) Understanding and appreciation of self and others through art culture and heritage. The student shall be provided opportunities to:

(A) appreciate art (contemporary and of the past); and

(B) see art and artists (visitations and visuals).

(4) Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to:

(A) evaluate artwork of students and major artists; and

(B) explore opportunities for applying aesthetic judgments.

(b) General music, grades seven-eight (one-half to one unit). (General music, grade eight, is a continuation and progression of general music, grade seven.) General music, grades seven-eight, shall include the following essential elements

(1) Basic music theory. The student shall be provided opportunities to:

(A) know and use the great staff;

(B) know and use pitch and rhythmic notation;

(C) know and use musical symbols and terms;

(D) know and use common key and time signatures;

(E) recognize intervals; and

(F) use dynamics.

(2) Singing techniques. The student shall be provided opportunities to develop and use the singing voice, including basic principles of proper breathing, diction, and tone production.

(3) Study of instruments. The student shall be provided opportunities to:

(A) learn about the history and developments of musical instruments; and

(B) recognize the instruments by sight and sound.

(4) Music history and literature. The student shall be provided opportunities to:

(A) hear and discuss works from all major musical periods, including the music of contemporary life; and

(B) learn about the lives and works of selected composers.

(5) Performance activities. The student shall be provided opportunities to:

(A) participate in individual, small ensemble, or large group performances of vocal or instrumental music; and

(B) practice audience etiquette.

(c) Band, grades seven-eight (one-half to one unit). The essential elements for band, grades seven-eight, shall be the same as those described for band in §75.67 of this title (relating to Fine Arts).

(d) Orchestra, grades seven-eight (one-half to one unit). The essential elements for orchestra, grades seven-eight, shall be the same as those described for orchestra in §75.67 of this title (relating to Fine Arts).

(e) Choral music, grades seven-eight (one-half to one unit). The essential elements for choral music, grades seven-eight, shall be the same as those described for choral music in §75.67 of this title (relating to Fine Arts).

(f) Stage band, grades seven-eight (one-half to one unit). The essential elements for stage band, grades seven-eight, shall be the same as those described for stage band in §75.67 of this title (relating to Fine Arts).

(g) Instrumental ensembles, grades seven-eight (one-half to one unit). The essential elements for instrumental ensembles, grades seven-eight, shall be the same as those described for instrumental ensembles in §75.67 of this title (relating to Fine Arts).

(h) Applied music (individual study), grade eight (one-half to one unit). The essential elements for applied music (individual study), grade eight, shall be the same as those described for applied music (individual study) in §75.67 of this title (relating to Fine Arts).

(i) Theatre arts, grades seven-eight (one-half to one unit). (Eight is a continuation and progression of seven.) Theatre arts, grades seven-eight, shall include the following essential elements:

(1) Expressive use of the body and voice. The student shall be provided opportunities to:

(A) develop sensory and emotional awareness;

(B) experiment with imitative and interpretive movement;

(C) use pantomime; and

(D) develop vocal expression.

(2) Acting concepts and skills. The student shall be provided opportunities to:

- (A) utilize improvisation;
- (B) practice dramatic storytelling;
- (C) explore creative dramatization;
- (D) develop basic acting techniques; and
- (E) experiment with dramatic interpretation.

(3) Theatre production concepts and skills. The student shall be provided opportunities to:

- (A) explore puppetry;
- (B) explore readers' theatre; and
- (C) explore play production.

(4) Aesthetic growth through appreciation of theatrical events. The student shall be provided opportunities to:

- (A) develop an appreciation of theatre;
- (B) practice audience etiquette;
- (C) attend live theatrical events (to be encouraged); and
- (D) analyze and evaluate theatrical experiences.

§75.48. Social Studies, Texas and United States History.

(a) Social studies attitudes, values, and skills for citizenship. Social studies courses shall include the following essential elements:

(1) Respect for self and others. The student shall be provided opportunities to:

- (A) respect beliefs of other individuals, groups, and cultures;
- (B) be aware that some things are valued more in some groups and cultures than in others; and
- (C) recognize how societal values affect individual beliefs and attitudes.

(2) Democratic beliefs and personal responsibility. The student shall be provided opportunities to:

(A) respect the principles that underlie the Texas and the United States Constitutions, the Bill of Rights, and the Declaration of Independence;

(B) consider one's own values as well as those of others when making political decisions;

(C) value open-mindedness, tolerance of differing opinions, and civic participation as important aspects of democratic behavior;

(D) respect the laws of one's society and working responsibly to change laws that one judges to be unjust;

(E) understand the importance of individual participation in civic affairs;

(F) understand that legal rights and protections must be balanced with civic responsibilities;

(G) recognize the value of compromise in the democratic process;

(H) examine reasons that participation and decision making in civic affairs require knowledge, time, and personal efforts;

(I) identify legal rights, responsibilities, and protection afforded juveniles and adults;

(J) support the democratic processes of the republican form of government;

(K) support the basic values of American society (e.g., justice, responsibilities, freedom, respect for the law, diversity, privacy); and

(L) support the rules and laws of one's school, community, state, and nation.

(3) Support for the American economic system. The student shall be provided opportunities to:

(A) recognize the contributions of the American economic system to the standard of living of Americans;

(B) support the role of profit in the American market system;

(C) believe in the right of individuals to acquire, use, and dispose of property;

(D) support the freedom of consumers to choose how to spend their income;

(E) recognize that citizens, through legal political activities, can influence economic decisions made by government;

(F) acknowledge the role of government in regulating unreasonable restraint on competition by either producers or consumers;

(G) support competition by either producers or consumers; and

(H) support competition as it affects the quantity and quality of goods and services produced.

(4) Application of social studies skills. The student shall be provided opportunities to:

(A) locate and gather information;

(B) observe for detail;

(C) translate information from one medium to another;

(D) organize and express ideas in written form;

(E) distinguish fact from fiction;

(F) analyze information;

(G) draw conclusions;

(H) synthesize information;

(I) develop criteria for making judgments;

(J) use problem-solving skills;

(K) sequence historical data and information;

(L) draw inferences; and

(M) perceive cause-effect relationships.

(b) Texas history and geography, grade seven (one unit). Texas history and geography, grade seven, shall include the following essential elements:

(1) Exploration and colonization of Texas. The student shall be provided opportunities to:

(A) describe the history of the earliest inhabitants and settlers of Texas;

(B) understand the reasons for European exploration and colonization of Texas; and

(C) identify and explain significant historical personalities.

(2) Achievement of Texas independence. The student shall be provided opportunities to:

(A) understand reasons for the conflict with Mexico that led to Texas independence;

(B) identify significant individuals in the struggle for Texas independence;

(C) describe major historical events of the Texas Revolution;

(D) understand the significance of the Texas Declaration of Independence, the Alamo, the Battle of San Jacinto, and the Mexican War;

(E) analyze the problems of Texas as a republic; and

(F) summarize the historical developments leading to Texas statehood.

(3) Political and social history of Texas. The student shall be provided opportunities to:

(A) explain the role of Texas in the Civil War;

(B) analyze the effects of the constitution of 1876 on political developments of Texas;

(C) describe the structure and function of government at the local and state levels;

(D) identify significant events in Texas history from post-Reconstruction to present;

(E) identify significant individuals from post-Reconstruction to present;

(F) identify ethnic and racial groups that settled in Texas and reasons for their migration; and

(G) describe the structure and governance of public education.

(4) Geography and economic growth of Texas. The student shall be provided opportunities to:

(A) describe the physical, cultural, and economic features of the Texas landscape;

(B) describe the geographic regions of the state;

(C) understand the influence of geography on the direction and flow of Texas settlement;

(D) locate places of historical significance in Texas;

(E) explain reasons for urbanization of the state; and

(F) describe the role of major industries in the economic development of Texas.

(c) United States history and citizenship (civics), grade eight (one unit—early beginning through Reconstruction). United States history and citizenship (civics), grade eight, shall include the following essential elements:

(1) United States development as an independent, unified nation. The student shall be provided opportunities to:

(A) recognize the effects of exploration and colonization on the development of the United States;

(B) analyze the causes of the American Revolution;

(C) describe the major events leading to the independence and establishment of the United States;

(D) describe the causes and effects of the United States' involvement in foreign affairs and international conflicts;

(E) understand the reasons for the rise of sectionalism;

(F) explain the causes of the Civil War;

(G) analyze the effects of the Civil War and Reconstruction on the life of the nation; and

(H) identify significant individuals and their contributions to the United States.

(2) Geographic influences on the historical development of the United States. The student shall be provided opportunities to:

(A) locate and describe major physical features of the United States;

(B) identify and describe the major geographical regions of the United States;

(C) identify the geographical areas that were acquired to form the United States;

(D) locate and explain the importance of selected historical sites and places in the United States;

(E) recognize how physical features of the United States influenced population movements and patterns of settlement;

(F) describe the relationships of physical and climatic features of the United States with those of Canada and Mexico; and

(G) identify the major economic resources of the regions of the United States.

(3) Economic development and growth of the United States. The student shall be provided opportunities to:

(A) explain the effects of the mercantile system on the development of the colonies;

(B) describe the emergence of the free enterprise economic system in the United States;

(C) understand how geographic patterns of economic resources influenced the development of the United States;

(D) analyze the impact of technological innovations on business, industry, and agriculture;

(E) explain the economic impact of various wars on the United States;

(F) understand the impact of business cycles on the United States;

(G) analyze the relationship of economic sectionalism and the Civil War; and

(H) identify significant American business, industrial, and labor leaders.

(4) Social and cultural developments of the United States. The student shall be provided opportunities to:

(A) analyze the various cultures of the American Indians;

(B) identify ethnic and racial groups that settled in the United States, and explain reasons for immigration;

(C) recognize the contributions of ethnic and racial groups and individuals to the development and growth of the United States;

(D) identify social reform movements, leaders, issues, and results; and

(E) describe developments in art, music, literature, drama, and other culturally related activities.

(5) Political development of the United States. The student shall be provided opportunities to:

(A) identify the political ideas that form the basis for the United States political system;

(B) analyze the main ideas in the United States Constitution, the Bill of Rights, and the Declaration of Independence;

(C) describe the structure and functions of the three branches of the national government;

(D) explain the system of checks and balances at all levels of government;

(E) identify ways of maintaining a division of power among the local, state, and national governments;

(F) analyze the historical developments of political parties;

(G) describe major political campaigns, elections, issues, and leaders;

- (H) interpret the concept that the United States has a "government of law, not men"; and
- (I) analyze major historical documents that relate to the development of the United States.

§75.49. Business Education.

(a) Typewriting (keyboarding), middle school (one-half to one unit). Typewriting (keyboarding), middle school, shall include the essential elements in this subsection. Typewriting offered for one semester must include the elements in paragraphs (1)-(3) of this subsection. Typewriting offered for two semesters must include all of the elements in this subsection.

(1) Keyboard mastery techniques. The student shall be provided opportunities to:

- (A) position body and hands;
- (B) learn the spatial arrangement of the keyboard;
- (C) strike keys with the correct fingers; and
- (D) operate various machine parts.

(2) Speed and accuracy in keyboarding. The student shall be provided opportunities to:

- (A) read and type response patterns;
- (B) type skill-comparison writings;
- (C) control the pace of typing for accuracy;
- (D) push for higher speed goals; and
- (E) sustain speed on longer writings.

(3) Copy-arrangement skills. The student shall be provided opportunities to:

- (A) center horizontally and vertically;
- (B) tabulate in columns;
- (C) balance letters on page;
- (D) follow correct form in typing themes; and
- (E) apply correction techniques.

(4) Communication skills. The student shall be provided opportunities to:

- (A) practice proofreading, spelling, and correcting errors (emphasized in both semesters);
- (B) divide words at ends of lines (emphasized in both semesters);
- (C) punctuate sentences; and
- (D) compose at typewriter.

(5) Problem typing skills. The student shall be provided opportunities to:

- (A) follow directions (emphasized in both semesters);
- (B) fill in simple forms;
- (C) outline and prepare manuscripts; and
- (D) type from rough draft.

(6) Electronic information processes. The student shall be provided opportunities to discuss how the ability to operate a keyboard efficiently affects information flow.

(b) Career exploration (one-half unit). Career exploration shall include the following essential elements:

(1) Self-awareness in relation to work. The student shall be provided opportunities to:

- (A) recognize individual values as determining factors in choosing a career; and
- (B) assess individual interests, aptitudes, and limitations and relate them to career goals.

(2) Career options. The student shall be provided opportunities to:

(A) develop a system for collecting career information;

(B) explore careers within U.S. Education Department job clusters, including new and emerging occupations;

(C) relate interests and aptitudes to specific career clusters;

(D) identify manipulative skills essential in many occupations;

(E) conduct a job analysis by interviewing and observing; and

(F) identify common elements in an occupation that may transfer to other fields.

(3) Assessment of career opportunities. The student shall be provided opportunities to:

(A) locate and use information for evaluating employment opportunities; and

(B) determine if career objectives can result in desired long-term financial goals.

(4) Career planning. The student shall be provided opportunities to:

(A) understand the necessity for gaining employability skills;

(B) formulate sequential long-range, tentative career plans;

(C) determine the amount of education or training needed to achieve career goals;

(D) obtain pertinent information about schools and training programs;

(E) select a tentative high school educational plan best suited to needs and desires;

(F) use constructive decision-making skills; and

(G) identify sources of financial assistance for any type of education or experience.

(5) Job seeking. The student shall be provided opportunities to:

(A) locate information about job opportunities for which one is qualified;

(B) identify employment sources;

(C) make job applications; and

(D) interview for a job.

(6) Growing on the job. The student shall be provided opportunities to:

(A) discuss the importance of maintaining and advancing on the job; and

(B) develop interpersonal skills needed in working roles.

(7) Electronic information processes.

The student shall be provided opportunities to discuss the use of current electronic methods of accessing database career information as related to course content.

§75.50. Vocational Education.

(a) Essential elements common to all programs. The essential elements common to all programs are those described in §75.81 of this title (relating to Essential Elements Common to all Programs).

(b) Exploratory homemaking (one-half to one unit). Exploratory homemaking education shall include the following essential elements:

(1) Concepts and skills for successful living with peers, parents, and others. The student shall be provided opportunities to:

(A) identify methods of achieving satisfying relationships with peers, parents, and others;

(B) relate individual needs to personality development; and

(C) identify components of effective communication.

(2) Concepts and skills for achieving optimum personal health and appearance. The student shall be provided opportunities to:

(A) apply principles of good grooming;

(B) identify and apply principles of good nutrition;

(C) relate good health practices to personal habits; and

(D) identify methods for selection and care of clothing.

(3) Basic concepts and skills in caring for the home. The student shall be provided opportunities to:

(A) identify and demonstrate basic skills of caring for the home; and

(B) identify factors influencing housing needs.

(4) Concepts and skills related to successful management of human and nonhuman resources. The student shall be provided opportunities to:

(A) recognize the available human and nonhuman resources; and

(B) identify and apply principles of successful management and conservation of resources.

(5) Concepts and skills in assisting with care of children. The student shall be provided opportunities to:

(A) identify factors affecting the care and guidance of children; and

(B) practice techniques for assisting in safe and productive care of children.

(c) Introductory industrial arts, grades seven-eight (one-half to one unit), shall include the essential elements in this subsection. Students may take introductory industrial arts for one or two years. A one-year program includes four-six topics, while a two-year program includes six-12 topics, each being six-18 weeks in length. At least one topic of study must be offered in visual communications, energy/power, and production technology each academic year. Students should not repeat topics of study in grades seven-eight.

(1) The following essential elements shall be common to all programs:

(A) Concepts and skills in the application of safety procedures. The student shall be provided opportunities to:

(i) demonstrate safe operation and use of selected tools and equipment to avoid injury; and

(ii) maintain safe conditions in laboratory.

(B) Concepts and skills related to planning, designing, and problem solving. The student shall be provided opportunities to:

(i) measure accurately using metric or customary units;

(ii) complete itemized list of materials; and

(iii) make working drawings of projects.

(C) Concepts and skills related to the tools, materials, and process of technology. The student shall be provided opportunities to:

(i) solve industrial problems by utilizing a variety of industrial materials;

(ii) use correctly selected hand and machine tools; and

(iii) select the most suitable process to complete project.

(D) Concepts and skills related to the past, present, and future of technology. The student shall be provided opportunities to:

(i) recognize ideas and inventions of the past and present; and

(ii) relate technological change to the skills needed for the future.

(E) Concepts and skills related to the specific technologies addressed in paragraphs (2)-(4) of this subsection.

(2) Introductory industrial arts visual communications technology, grades seven-eight, shall include the essential elements common to all industrial arts and at least one of the following essential elements (topics) in visual communications technology:

(A) Concepts and skills related to drafting. The student shall be provided opportunities to:

(i) use American National Standards Institute symbols and conventions;

(ii) make freehand drawings;

(iii) apply accepted lettering practices and styles;

(iv) construct multiview projections by freehand and instrument;

(v) describe object size by standard dimensioning practices; and

(vi) describe objects through pictorial methods

(B) Concepts and skills related to graphic arts. The student shall be provided opportunities to:

(i) operate standard office duplicating equipment;

(ii) apply the principles of composition and layout techniques;

(iii) produce graphic products using relief, silkscreen, planographic, intaglio, stencil, photographic, and electrostatic methods of image generation; and

(iv) apply finishing and binding techniques.

(C) Concepts and skills related to photography. The student shall be provided opportunities to:

(i) apply proper picture composition and principles;

(ii) utilize appropriate printing and developing techniques;

(iii) identify the different types of cameras according to their use; and

(iv) demonstrate proper exposure and processing of photographic film.

(D) Concepts and skills related to industrial computer applications.

(3) Introductory industrial arts energy/power technology, grades seven-eight, shall include the essential elements common to all industrial arts and at least one of the following essential elements (topics) in energy/power technology:

(A) Concepts and skills related to power systems. The student shall be provided opportunities to:

- (i) study the generation, conversion, transmission, and control of power devices; and
- (ii) explore mechanical, electrical, and pneumatic hydraulic power.

(B) Concepts and skills related to transportation systems. The student shall be provided opportunities to:

- (i) explore the movement of people and materials by land, air, sea, and space transportation systems;
- (ii) analyze devices and systems used to move people and materials through static and working models; and
- (iii) study the impact of transportation systems on our society.

(C) Concepts and skills related to energy systems. The student shall be provided opportunities to:

- (i) explore energy sources and its conversion, storage, and transmission systems;
- (ii) analyze future energy production, consumption, conservation practices, and environmental relationships; and
- (iii) investigate energy producing devices and construct working or static models to demonstrate their operation.

(4) Introductory industrial arts production technology, grades seven-eight, shall include the essential elements common to all industrial arts and at least one of the following essential elements (topics) in production technology:

(A) Concepts and skills related to manufacturing. The student shall be provided opportunities to:

- (i) explore the management and manufacturing by planning, organizing, and controlling;
- (ii) practice production processes common to the manufacturing industry; and
- (iii) explore manufacturing management principles.

(B) Concepts and skills related to construction. The student shall be provided opportunities to:

- (i) explore the managing of construction by planning, organizing, and controlling;
- (ii) practice production processes common to the construction industry; and
- (iii) explore construction management principles.

(C) Concepts and skills related to woodworking. The student shall be provided opportunities to:

- (i) use processes related to furniture, cabinetmaking, construction industries; and
- (ii) apply primary industrial processes of designing, layout, cutting, drilling and boring, shaping, jointing, fastening, sanding, and finishing.

(D) Concepts and skills related to metalworking. The student shall be provided opportunities to:

- (i) apply industrial metalworking process of cutting, tempering, fastening, pouring, bending, and finishing; and
- (ii) apply basic skills in two or more areas selected from bench metal, sheetmetal, forging, and founding.

(E) Concepts and skills related to plastics. The student shall be provided opportunities to:

- (i) investigate industrial tools, materials, and processes common to the plastics industry; and
- (ii) explore the processes used in testing, molding, bonding, laminating, casting, coating, thermofusing, decorating, and recycling plastics.

(d) Occupational investigation (one-half to one unit) shall include the following essential elements:

(1) Concepts and skills necessary for self-appraisal. The student shall be provided opportunities to use standardized or informal test data to appraise such factors as personal interests, aptitudes, achievement level, academic potential, life-styles, and social/emotional needs.

(2) Concepts and skills related to the occupational clusters. The student shall be provided opportunities to:

(A) identify and analyze the occupational clusters to achieve a broad understanding of the world of work, including new and emerging occupations;

(B) concentrate individual study on clusters related to personal interests and aptitudes to develop skills in utilization of sources of occupational information;

(C) train in decision-making skills to establish a method for continuing occupational decision-making throughout life;

(D) utilize job information to learn about duties, educational requirements, training, salary, and other pertinent job-related factors;

(E) develop employability skills;

(F) develop realistic perceptions of the world of work; and

(G) participate in visits to work sites.

(3) Concepts and skills associated with socioeconomic factors related to occupations. The student shall be provided opportunities to gain an understanding of the economic system to determine attitudes toward work, human interrelationships on the job, and changes in work and life-style resulting from changing economic and technological conditions.

(4) Concepts and skills needed for educational planning. The student shall be provided opportunities to:

(A) acquire an awareness of available educational training and resources through visits to high school programs, both academic and vocational, area vocational schools and programs, and post-secondary schools and programs, or by bringing representatives of these schools and programs into the classroom; and

(B) develop a tentative educational plan for high school.

§75.51. Other Courses. Computer literacy (one-half to one unit). Computer literacy shall include the following essential elements:

(1) Computer-related terminology and use. The student shall be provided opportunities to:

(A) identify computer terms;

(B) list uses of computers in a variety of situations;

(C) understand the uses and limitations of computers;

(D) list computer attributes (i.e., speed and accuracy) that make them appropriate tools in a variety of applications;

(E) classify types of computers; and

(F) list advantages and disadvantages of using specific types of computers for various applications.

(2) History and development of computers. The student shall be provided opportunities to:

(A) identify generations of computers; and

(B) investigate the development of various computing devices.

(3) Use of the computer as a tool. The student shall be provided opportunities to:

(A) load software from an external storage medium;

(B) use software packages in a variety of applications (word processing, filing, spread sheets, database manipulation, information retrieval, etc.);

(C) review and evaluate software;

(D) determine which software is most appropriate for various applications;

(E) practice data entry and error checking; and

(F) learn editing procedures in the context of data entry, or other applications.

(4) Communicating instructions to the computer. The student shall be provided opportunities to:

(A) use and develop flowcharts;

(B) develop problem-solving skills;

(C) learn the syntax of a higher level language (i.e., LOGO in elementary school, BASIC or PASCAL in secondary school);

(D) apply the syntax of a language to problem-solving situations;

(E) write reasonably structured programs;

(F) interpret and correct program errors;

(G) find and correct program errors; and

(H) predict output of given programs.

(5) Problems and issues of computer use in the society. The student shall be provided opportunities to:

(A) identify computer-related careers, including training requirements and the impact of automation on the job market;

(B) identify the importance of ethics in accessing and manipulating automated information; and

(C) identify the issues and potential solutions pertaining to, at least, computer-related law, copyright, privacy, and computer crime.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 19, 1983

TRD-8310917 Raymon C. Bynum
Commissioner of Education

Proposed date of adoption:
March 10, 1984

For further information, please call (512) 475-7077.



Subchapter D. Essential Elements— Grades 9-12

Essential Elements for English Language Arts; Other Languages; Mathematics; Science; Health; Physical Education; Fine Arts; Social Studies, Texas and United States History; Economics with Emphasis on the Free Enterprise System and its Benefits; and Business Education

19 TAC §75.61-75.68

The new rules are proposed under the authority of the Texas Education Code, §21.101, which specifies the subjects to be included in a well-balanced curriculum and which directs the State Board of Education by rule to designate the essential elements of necessary subjects, and to require school districts to provide instruction in those elements at appropriate grade levels.

§75.61. *English Language Arts.*

(a) English I (one unit). English I shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) write descriptive, narrative, and expository paragraphs;

(C) write multiple-paragraph compositions incorporating information from sources other than personal experience;

(D) write informative discourse of a variety of types;

(E) write persuasive discourse of a variety of types;

(F) use the forms and conventions of written language appropriately;

(G) evaluate content, organization, topic development, appropriate transition, clarity of language, appropriate word and sentence choice according to the purpose and audience for which the piece is intended; and

(H) proofread written work for punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) produce well-formed simple, compound, and complex sentences;

(B) choose appropriate words to convey intended meaning;

(C) use all parts of speech effectively in sentences;

(D) recognize the meanings and uses of colloquialism, slang, idiom, and jargon; and

(E) use oral language effectively in a variety of situations.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major differences among poems, short stories, plays, and nonfiction;

(B) identify basic sound devices and figurative language;

(C) recognize point of view in literary selections;

(D) recognize cultural attitudes and customs in literary selections; and

(E) use basic literary terminology.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) determine word meanings by contextual clues;

(B) use advanced dictionaries for determining word meaning;

(C) expand vocabulary;

(D) identify the stated or implied main idea of a selection;

(E) recognize relevant details;

(F) distinguish between fact and nonfact;

(G) draw conclusions and make inferences;

(H) predict outcomes and future actions;

(I) follow directions involving substeps;

(J) interpret diagrams, graphs, and statistical illustrations;

(K) use format and organization of a book;

(L) use reference materials such as atlas, encyclopedia, almanac, bibliography; and

(M) vary rate of reading according to purpose.

(b) English II (one unit). English II shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) write descriptive, narrative, and expository paragraphs of increasing length and complexity;

(C) write multiple-paragraph compositions incorporating outside information with documentation;

(D) write informative discourse of a variety of types;

(E) write persuasive discourse of a variety of types;

(F) write literary discourse of a variety of types including character sketches, stories;

(G) use a variety of sentence structures including simple, compound, and complex;

(H) use the forms and conventions of written language appropriately;

(I) evaluate content, organization, topic development, appropriate transition, clarity of language, appropriate word and sentence choice according to the purpose and audience for which the piece is intended; and

(J) proofread written work for punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) produce well-formed simple, compound, and complex sentences;

(B) choose appropriate words to convey intended meaning;

(C) use all parts of speech effectively in sentences;

(D) use oral language effectively in a variety of situations;

(E) recognize the meanings and appropriate uses of colloquialism, slang, idiom, and jargon;

(F) vary word and sentence choice for purpose and audience; and

(G) produce sentences that convey coordinate and subordinate ideas appropriately.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major differences among poems, short stories, novels, plays, and nonfiction;

(B) identify basic sound devices and figurative language;

(C) recognize point of view in literary selections;

(D) identify use of basic symbols in literary selections;

(E) recognize the development of an overall theme in a literary work; and

(F) use basic literary terminology.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) expand vocabulary;

(B) select main idea of a selection;

(C) recognize relevant details;

(D) arrange events in sequential order;

(E) differentiate between fact and nonfact;

(F) make inferences and draw conclusions;

(G) evaluate and make judgments;

(H) perceive cause and effect relationships;

(I) use selected sections of advanced and special dictionaries;

(J) use reference materials including atlas, encyclopedias, almanac, bibliography;

(K) read complex maps, charts, tables;

(L) use parts of a book including footnotes, appendices, cross references;

(M) follow complex directions; and

(N) adjust reading rate according to purpose.

(c) English III (one unit). English III shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) refine sentences and paragraphs into compositions exhibiting unity, clarity, coherence;

(C) write longer compositions incorporating outside information with documentation;

(D) write a variety of forms of informative and persuasive discourse;

(E) write at least one form of literary discourse;

(F) make rhetorical choices based on audience, purpose, and form;

(G) use the forms and conventions of written language appropriately;

(H) revise written work for content, organization, topic development, appropriate transition, clarity of language, appropriate word and sentence choice according to the purpose and audience for which a piece is written;

(I) proofread written work for internal punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing; and

(J) evaluate one's own writing as well as that of others.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) produce well-formed simple, compound, complex, and compound-complex sentences;

(B) choose appropriate words to convey intended meaning;

(C) analyze the grammatical structure of sentences;

(D) use oral language effectively in a variety of situations;

(E) describe the history and major features of American dialects;

(F) recognize the sociological functions of language; and

(G) demonstrate facility with word analogies and other forms of advanced vocabulary development.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major authors, periods, forms, and works in American literature;

(B) distinguish between language used denotatively and connotatively in literary selections;

(C) recognize the major types of figurative language and sound devices;

(D) identify irony, tone, mood, allusion, and symbolism in literary selections;

(E) recognize characteristics of literary selections; and

(F) use literary terminology appropriately.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) use advanced dictionaries in determining pronunciations and meanings of words;

(B) express main idea in one sentence;

(C) distinguish between fact and opinion, grounded and ungrounded belief, rational thought and rationalization;

(D) evaluate the author's point of view;

(E) follow complex directions;

(F) use specialized references independently;

(G) interpret complex maps, charts, and tables;

(H) use parts of a book appropriately; and

(I) adjust reading procedures, techniques, and rate according to the purpose.

(d) English IV (one unit). English IV shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) refine sentences and paragraphs into compositions exhibiting unity, clarity, coherence;

(C) write longer compositions incorporating outside information with documentation;

(D) write a variety of forms of informative and persuasive discourse;

(E) write at least one form of literary discourse;

(F) use each of the commonly recognized patterns of organization;

(G) achieve precision in meaning through sophisticated language and rhetorical choices;

(H) analyze the presentation of ideas in written discourse, including forms of logical reasoning, common fallacies of reasoning, and techniques of persuasive language;

(I) use the forms and conventions of written language appropriately;

(J) revise written work for content, organization, topic development, appropriate transition, clarity of language, appropriate word and sentence choice according to the purpose and audience for which a piece is written;

(K) proofread written work for internal punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing; and

(L) evaluate one's own writing as well as that of others.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) Produce well-formed simple, compound, complex, and compound-complex sentences;

(B) exhibit sophisticated and precise word choice to convey meaning;

(C) analyze the grammatical structure of sentences;

(D) use oral language effectively in a variety of situations;

(E) describe the major features of the origins and development of the English language;

(F) recognize the sociological functions of the language; and

(G) demonstrate facility with word analogies and other forms of advanced vocabulary development.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major authors, periods, forms, and works in British literature;

(B) distinguish between language used denotatively and connotatively in literary selections;

(C) recognize the major types of figurative language and sound devices;

(D) identify irony, tone, mood, allusion, and symbolism in literary selections;

(E) recognize characteristics of various literary genres;

(F) recognize recurring themes in literary selections; and

(G) use literary terminology appropriately.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) use advanced and special dictionaries;

(B) identify main idea and supporting details;

(C) determine the author's point of view, purpose, and qualifications;

(D) recognize the devices of propaganda;

(E) predict probable future outcomes;

(F) use various reference materials;

(G) make generalizations from a given series of assumptions; and

(H) adjust rate and purpose for type of reading.

(e) English IV academic (composition—one-half unit). English IV academic (composition) shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) employ the various stages of the composing process including pre-writing, writing, revision;

(B) refine sentences and paragraphs into compositions exhibiting unity, clarity, coherence;

(C) analyze the presentation of ideas in written discourse, including forms of logical reasoning, common fallacies of reasoning, and techniques of persuasive language;

(D) write longer compositions incorporating outside information with documentation;

(E) write a variety of forms of informative discourse, including explications of literary works, essays, reports;

(F) make rhetorical choices based on audience, purpose, and form;

(G) make language choices to convey tone and mood, as well as ideas;

(H) use the forms and conventions of written language appropriately;

(I) use the various forms of discourse such as description, narration, evaluation, classification as a means of organizing ideas;

(J) demonstrate the ability to use in composition each of the commonly recognized patterns of organization such as chronological order, spatial order, order of importance, supporting generalizations with facts, illustration by example, definition, classification, comparison and contrast, cause and effect, analysis;

(K) revise written work for content, organization, topic development, appropriate transition, clarity of language, appropriate word and sentence choice according to the purpose and audience for which a piece is written;

(L) proofread written work for internal punctuation, spelling, grammatical and syntactical errors, paragraph indentation, margins, and legibility of writing; and

(M) evaluate one's own writing as well as that of others.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) produce well-formed simple, complex, compound, and compound-complex sentences;

(B) exhibit sophisticated and precise word choice to convey meaning;

(C) analyze the grammatical structure of sentences;

(D) use oral language effectively in a variety of situations; and

(E) describe the major features of the origins and development of the English language.

(f) English IV academic (British literature—one-half unit). English IV academic (British literature) shall include the following essential elements:

(1) Cultural background and literary development of British literature. The student shall be provided opportunities to:

(A) understand the cultural attitudes and customs of a variety of groups as reflected in British literature;

(B) recognize the oral and written traditions unique to British literature;

(C) demonstrate an understanding of the past as presented through works written during a particular period of British literature or works written about that period;

(D) recognize the contributions of various historical groups, national groups, and ages to the development of British literary heritage;

(E) recognize the major authors, periods, forms, and works in British literary development; and

(F) understand the characteristics of major types of British folk literature, including tales, fables, parables, legends of different ethnic groups.

(2) General literary skills. The student shall be provided opportunities to:

(A) distinguish between language used denotatively and connotatively in literary selections;

(B) respond to the major types of figurative language such as simile, metaphor, personification, and hyperbole;

(C) recognize that figurative language, symbols, and images are part of the meaning of a literary work;

(D) understand character roles and analyze subtle emotional reactions and motives of characters;

(E) recognize the relationship between sound devices and meaning in a literary selection;

(F) recognize the use of allusion to widely known characters, situations, or events from significant writers and literary works;

(G) recognize the characteristics and uses of different types of narrators in literary works; and

(H) describe with appropriate terminology major features of a literary work and their relationships such as character, plot, setting, theme, point of view, imagery, style, tone, and mood.

(3) Analysis, classification, and evaluation. The student shall be provided opportunities to:

(A) describe the characteristics of a particular author's style, through such features as the writer's use of language, sentence structure, description;

(B) recognize that style depends on a writer's purpose, the literary period, and the intended audience;

(C) classify literary works by genres including recognition of similarities in literary structure among genres; and

(D) evaluate a literary work using both commonly accepted criteria and personally developed criteria.

(g) Correlated language arts I (one unit). Correlated language arts I shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) organize ideas in writing;

(B) respond appropriately to purpose and audience in a given writing situation;

(C) use appropriate punctuation, capitalization, and spelling;

(D) edit for clarity of language, appropriate word choice, and effective sentences; and

(E) complete commonly used forms.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) control sentence structure; avoid fragments and run-ons, and

(B) employ appropriate forms of standard English usage.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) discuss a variety of literary selections;

(B) relate to literature by comparing incidents from literature with personal experience; and

(C) use literary models of writing to discuss basic language principles.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) identify the directly stated or implied main idea;

(B) recall specific facts and details;

(C) arrange a list of events in sequence;

(D) perceive cause and effect relationships;

(E) make inferences and draw logical conclusions:

(F) arrive at a generalization from a given series of details or assumptions;

(G) evaluate and make judgments on the basis of information given;

(H) distinguish between fact and nonfact, including persuasive devices;

(I) choose the appropriate meaning of multi-meaning words,

(J) follow written directions involving subordinate steps;

(K) use various parts of a book as aids in locating information; and

(L) use various sources as aids in locating information.

(h) Correlated language arts II (one unit). Correlated language arts II shall include the following essential elements.

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and organize ideas in writing;

(B) write for a variety of purposes and audiences;

(C) use various composition models as aids in developing writing skills;

(D) use formal and informal language appropriately; and

(E) edit for clarity of language, appropriate word choice, and effective sentences.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) use aural and visual stimuli as springboards for speaking and writing;

(B) control sentence structure; avoid fragments and run-ons;

(C) employ appropriate forms of standard English usage;

(D) use common affixes to change words from one part of speech to another; and

(E) use literary models of writing to discuss sentence building and word choice.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize the major differences among poems, short stories, plays;

(B) discuss figurative language; and

(C) recognize point of view in a literary selection.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) identify implied main idea;

(B) recall supporting facts and details;

(C) arrange events in sequential order;

(D) perceive cause and effect relationships;

(E) make inferences and draw conclusions;

(F) summarize and make generalizations;

(G) analyze information and form judgments;

(H) follow complex written directions;

(I) use various parts of a book and various books to locate information;

(J) interpret graphs, diagrams, and charts; and

(K) recognize vocabularies associated with a variety of occupations, special interests, and hobbies.

(i) Correlated language arts III (one unit). Correlated language arts III shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) write for a variety of audiences and purposes;

(C) use the forms and conventions of written language appropriately;

(D) use formal and informal language appropriately; and

(E) edit for clarity of language, appropriate word choice, and effective sentences.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) control sentence structure; avoid fragments and run-ons;

(B) recognize the forms of all parts of speech and the functions they perform in sentences;

(C) recognize the meanings and uses of colloquialism, slang, idiom, and jargon; and

(D) produce well-formed simple, compound, and complex sentences.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) identify sound devices and figurative language;

(B) recognize cultural attitudes and customs in literary selections;

(C) recognize the development of an overall theme in a literary work; and

(D) use basic literary terminology.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) identify and evaluate main idea statements;

(B) note supporting facts and details;

(C) arrange events in sequential or simultaneous order;

(D) analyze a selection, draw conclusions, and make generalizations;

(E) follow complex written directions;

(F) locate information using various parts of a book, various sources, and graphic data;

(G) understand terms and abbreviations used in application forms, payroll deduction statements; and

(H) understand specialized vocabularies.

(j) Correlated language arts IV (one unit). Correlated language arts IV shall include the following essential elements:

(1) Writing concepts and skills. The student shall be provided opportunities to:

(A) use the composing process to plan and generate writing;

(B) write for a variety of audiences and purposes;

(C) use the forms and conventions of written language appropriately;

(D) use formal and informal language appropriately; and

(E) edit for clarity of language, appropriate word choice, and effective sentences.

(2) Language concepts and skills. The student shall be provided opportunities to:

(A) use oral language in a variety of situations;

(B) exhibit precise word choice to convey meaning;

(C) recognize the meaning and uses of colloquialism, slang, idiom, and jargon; and

(D) produce well-formed simple, compound, complex, and compound-complex sentences.

(3) Literature concepts and skills. The student shall be provided opportunities to:

(A) recognize authors and periods from a variety of world literature;

(B) recognize the major types of figurative language and sound devices;

(C) recognize characteristics of various literary genres; and

(D) use the literary terminology appropriately.

(4) Reading concepts and skills. The student shall be provided opportunities to:

(A) use knowledge of contextual and expectancy clues in word recognition;

(B) use advanced and special dictionaries in determining pronunciations and meanings;

(C) identify main idea and supporting details;

(D) distinguish between fact and nonfact;

(E) perceive cause and effect relationships;

(F) evaluate and make judgments on the basis of information given;

(G) follow complex directions involving subordinate steps;

(H) interpret complex maps, charts, tables, and schedules;

(I) use standard reference materials such as atlas, encyclopedia, almanac, bibliography;

(J) use parts of a book such as prefaces, footnotes, cross references, appendices; and

(K) adjust reading rate to purpose.

(k) English for speakers of other languages (one-half to one unit). English for speakers of other languages shall include the following essential elements:

(1) Listening concepts and skills. The student shall be provided opportunities to:

(A) distinguish between various English speech sounds including:

(i) simple consonant and vowel sounds;

(ii) minimal pairs; and

(iii) language interference difficulties;

(B) listen attentively to spoken English in words, phrases, idiomatic expressions, and complete sentences:

(i) using structured exercises;

(ii) hearing simple stories and dialogue;

(iii) following directions;

(iv) identifying speaker's main idea; and

(v) selecting information from an oral presentation;

(C) analyze speaker's semantic intention in statements, questions, exclamations, and commands;

(D) learn vocabulary for subject areas including:

(i) content-area vocabulary in context; and

(ii) cognates and other terms that express concepts already learned through the first language; and

(E) perceive nonverbal components of messages including:

(i) nonverbal language in general;

(ii) nonverbal language specific to English-speaking culture; and

(iii) socially acceptable or unacceptable nonverbal language.

(2) Speaking concepts and skills. The student shall be provided opportunities to:

(A) successfully give oral directions including:

(i) simple one-activity directions;

(ii) series of simple directions;

(iii) more detailed one-activity directions;

and

(iv) series of more detailed directions;

(B) develop oral vocabulary including:

(i) English terminology for expression concepts already learned through the first language;

(ii) new vocabulary in context;

(iii) new vocabulary in normal speech patterns; and

(iv) content versus function words;

(C) speak formally or informally in the appropriate situation,

(D) repeat oral messages, conveying the main idea accurately;

(E) enunciate clearly English sounds in a variety of positions and combinations and in context;

(F) express thoughts accurately using:

(i) precise vocabulary;

(ii) economy of expression;

(iii) idiomatic and slang expressions;

- (iv) complex sentence patterns; and
- (v) sequencing of messages; and
- (G) speak English fluently including:
 - (i) self-confidence;
 - (ii) tempo, stress, and intonation; and
 - (iii) variety in sentence length and syntactical structure.

(3) Reading concepts and skills. The student shall be provided opportunities to:

- (A) distinguish between letter sounds and shapes;
- (B) track visually from left to right and top to bottom of a written page;
- (C) identify basic sight words;
- (D) demonstrate basic word-attack skills such as structural analysis, contextual clues;
- (E) sequence events in a selection;
- (F) predict future actions and outcomes;
- (G) identify main idea;
- (H) draw conclusions;
- (I) recall details;
- (J) understand graphic material such as maps, globes, charts, road signs;
- (K) follow written directions;
- (L) summarize orally in the first language and in English;
- (M) respond to nonverbal stimuli such as traffic signals, stop lights;
- (N) recognize and use parts of a book; and
- (O) use reference materials such as dictionaries, encyclopedias, directories, catalogs, periodicals, newspapers.

(4) Writing concepts and skills. The student shall be provided opportunities to:

- (A) use the Roman alphabet;
- (B) use standard spelling, punctuation, and capitalization;
- (C) use the composing process to plan and generate writing;
- (D) write for a variety of purposes and audiences; and
- (E) proofread for clarity of language, appropriate vocabulary, and usage.

(l) Reading improvement (one-half to one unit). Reading improvement shall include the following essential elements:

(1) Word attack skills to decode written language. The student shall be provided opportunities to:

- (A) use structural analysis;
- (B) use contextual clues; and
- (C) use dictionaries in determining word pronunciation.

(2) Vocabulary development to understand written materials. The student shall be provided opportunities to use advanced and specialized dictionaries in determining word meaning including word origins and word histories.

(3) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

- (A) identify main idea and supporting details;
- (B) sequence events;
- (C) perceive cause and effect relationship;

(D) evaluate and make critical analysis of information given;

- (E) infer and draw logical conclusions;
- (F) make generalizations; and
- (G) predict future events and outcomes.

(4) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

- (A) follow written directions involving subordinate steps;
- (B) use parts of a book;
- (C) use various kinds of books as aids such as catalogs, telephone books, encyclopedias;
- (D) use graphic sources such as tables, charts, graphs, maps, diagrams; and
- (E) use standard reference books.

(m) Advanced reading (one-half unit). Advanced reading shall include the following essential elements:

(1) Vocabulary development to understand written materials. The student shall be provided opportunities to:

- (A) expand vocabulary;
- (B) use advanced and specialized dictionaries as descriptive rather than prescriptive references; and
- (C) understand word origins and word histories.

(2) Comprehension skills to gain meaning from whatever is read. The student shall be provided opportunities to:

- (A) infer main ideas;
- (B) recognize purpose of illustrations and examples;
- (C) infer writer's purpose and point of view;
- (D) recognize deductive and inductive reasoning;
- (E) evaluate the integrity of the publisher and the effect of publication date on accuracy of content;
- (F) classify devices of persuasion;
- (G) judge logical validity;
- (H) understand character roles such as emotional reaction and motive;
- (I) predict probable future outcomes;
- (J) test hypotheses;
- (K) sense writer's use of humor and pathos, mood, tone;
- (L) compare various viewpoints on same topic;

and

- (M) elaborate on ideas presented.

(3) Reading skills applied to a variety of practical situations. The student shall be provided opportunities to:

- (A) use library skills:
 - (i) encyclopedia:
 - (I) index volume;
 - (II) guide letters;
 - (III) topical headings;
 - (IV) index;
 - (V) cross references; and
 - (VI) bibliographies;
 - (ii) vertical files:
 - (I) complex maps and charts; and
 - (II) complex graphs and time lines;
 - (iii) card catalog:

- (I) cross reference cards; and
- (II) author, title, subject cards;
- (iv) other reference materials:
 - (I) atlas;
 - (II) world almanac;
 - (III) subject index to literature; and
 - (IV) reader's guide;
- (v) audiovisual materials:
 - (I) card catalog; and
 - (II) equipment;
- (B) organize information; and
- (C) adjust rate and purpose to type of reading.

(n) **Research/technical writing (one-half unit).** Research/technical writing shall include the following essential elements:

(1) **Gathering information.** The student shall be provided opportunities to:

- (A) use primary and secondary sources;
- (B) take notes;
- (C) interpret empirical data; and
- (D) organize material.

(2) **Putting information into written form.** The student shall be provided opportunities to:

- (A) use manuscript form;
- (B) use outlines;
- (C) use footnotes;
- (D) use bibliographies;
- (E) use quotations;
- (F) write research papers; and
- (G) write technical reports.

(o) **Creative/imaginative writing (one-half unit).** Creative/imaginative writing shall include the following essential elements:

(1) **Principles of creative writing.** The student shall be provided opportunities to:

- (A) use figurative language;
- (B) use literary devices;
- (C) incorporate structure into a piece of writing;
- (D) use proportion;
- (E) use contrast;
- (F) use suspense;
- (G) use repetition for emphasis;
- (H) write from various points of view; and
- (I) analyze literary examples.

(2) **Producing original work.** The student shall be provided opportunities to:

- (A) apply sensory observation;
- (B) use concrete imagery;
- (C) use journals as sources of material; and
- (D) produce original work in one or more genres.

(p) **Practical writing skills (one-half unit).** Practical writing skills shall include the following essential elements:

(1) **Writing for practical situations.** The student shall be provided opportunities to:

- (A) compose business letters;
- (B) compose inquiries and requests;
- (C) write letters of application;
- (D) complete application forms;
- (E) complete order forms; and
- (F) take notes.

(2) **Effective written language for practical situations.** The student shall be provided opportunities to:

- (A) use correct spelling;
- (B) develop and use appropriate vocabulary;
- (C) use appropriate punctuation;
- (D) write grammatically correct sentences;
- (E) use paragraphs effectively; and
- (F) write legibly.

(q) **World literature (one-half unit).** World literature shall include reading and analyzing selected writing from world literature. The student shall be provided opportunities to:

- (1) identify major literary movements;
- (2) read works of significant writers;
- (3) explore common themes;
- (4) explore distinctive features of particular literary traditions;
- (5) recognize allusions;
- (6) recognize figurative language;
- (7) recognize symbolism;
- (8) evaluate style;
- (9) analyze literary selections, both orally and in writing; and
- (10) develop and apply criteria for evaluating literary works.

(r) **Literary genres (one-half unit).** Literary genres shall include the following essential elements:

(1) **General literary skills.** The student shall be provided opportunities to:

- (A) distinguish among denotative, connotative, and figurative language;
- (B) recognize symbolism;
- (C) recognize imagery;
- (D) recognize sound devices;
- (E) recognize tone;
- (F) recognize mood;
- (G) recognize irony;
- (H) recognize style;
- (I) recognize universal themes;
- (J) recognize point of view;
- (K) recognize allusion; and
- (L) develop and apply criteria for evaluation of literary works.

(2) **Literary skills related to poetry.** The student shall be provided opportunities to:

- (A) examine a variety of poetic forms;
- (B) recognize literary devices common to poetry;
- (C) understand the role of rhyme;
- (D) understand the role of meter; and
- (E) recognize terminology associated with poetry.

(3) **Literary skills related to short stories.** The student shall be provided opportunities to:

- (A) analyze the structure of the short story;
- (B) identify the elements of the short story;
- (C) identify the types of narrators;
- (D) examine a variety of plot structures;
- (E) recognize the history and development of the short story;
- (F) identify major characteristics; and
- (G) recognize terminology associated with short stories.

(4) Literary skills related to dramatic literature. The student shall be provided opportunities to:

- (A) identify the major elements of dramatic form;
- (B) recognize dramatic irony;
- (C) identify types of drama;
- (D) recognize the historical development of drama;
- (E) identify major dramatists and periods;
- (F) explore the enhancement of a dramatic work by performance; and
- (G) recognize terminology associated with drama.

(s) Humanities (one-half unit). Humanities shall include the following essential elements:

(1) Understanding, appreciation, and enjoyment of creative achievements. The student shall be provided opportunities to:

- (A) describe how personal creativity is expressed within the requirements of an art form;
- (B) identify conditions that encourage creativity;
- (C) describe the relationship between form and expression;
- (D) recognize the major historical and cultural movements as they are reflected in various art forms; and
- (E) analyze an art form both orally and in writing.

(2) Commonalities that literature shares with other fine arts. The student shall be provided opportunities to:

- (A) identify the structural elements common to imaginative literature and other fine arts;
- (B) describe literary responses to political, social, and philosophical movements;
- (C) identify elements of literary creativity; and
- (D) develop and apply criteria for evaluating literary works and other art forms.

(3) Response to art forms. The student shall be provided opportunities to express a significant personal idea or experience in some art form.

(t) Analysis of visual media (one-half unit). Analysis of visual media shall include principles and techniques of the visual media as an artistic and informative medium. The student shall be provided opportunities to:

- (1) identify the varied purposes of visual media;
- (2) analyze techniques used in visual media;
- (3) recognize associated terminology;
- (4) develop and use standards for analyzing visual media;
- (5) recognize origin and development of visual media;
- (6) compare with other art forms;
- (7) explore the emotional and intellectual effects of visual media on viewers;
- (8) analyze the content and values of visual media; and
- (9) study the relationship between subject matter and choice of media for presenting that subject matter.

(u) Independent study in English (one-half to one unit). Independent study in English shall include activities individually designed for highachieving students. The stu-

dent shall be provided opportunities to do one or more of the following:

- (1) conduct research;
- (2) produce original work in print or in another medium;
- (3) develop an advanced skill; and
- (4) study in a specific area of interest.

(v) Introduction to speech communication (one-half to one unit). Introduction to speech communication shall include the following essential elements:

(1) Communication as process. The student shall be provided opportunities to:

- (A) develop awareness of the importance of communication; and
- (B) demonstrate an understanding of the elements of the communication process.

(2) Self as communicator. The student shall be provided opportunities to:

- (A) analyze and assess the role of self and perception in communication effectiveness; and
- (B) recognize ethical and social responsibilities of a communicator.

(3) Communication in interaction. The student shall be provided opportunities to demonstrate competence in:

- (A) the use of appropriate nonverbal symbols;
- (B) recognizing and selecting appropriate oral verbal symbols;
- (C) listening; and
- (D) giving, receiving, and evaluating feedback.

(4) Communication in democratic group processes. The student shall be provided opportunities to:

- (A) develop awareness of the importance of group process;
- (B) analyze the purposes, functions, and roles of members for a variety of kinds of formal and informal groups;
- (C) develop skill in conflict diagnosis and management in the group process;
- (D) demonstrate competence in a variety of formal group discussion formats; and
- (E) demonstrate the use of parliamentary procedure for group effectiveness.

(5) Communication through public address—speech preparation. The student shall be provided opportunities to:

- (A) select and limit appropriate topics for public speaking;
- (B) choose a general purpose to meet the speaker's intent such as informing, persuading, promoting social cohesion, entertaining;
- (C) use effective research skills to gather information and support data;
- (D) organize and outline speeches through use of chronological, spatial, cause-effect, problem-solution, or topical patterns of organization;
- (E) utilize logical, ethical, and emotional appeals for support and amplification of ideas; and
- (F) compose effective introductions, transitions, and conclusions for the speech.

(6) Communication through public address—speech presentation. The student shall be provided opportunities to:

(A) develop competence in impromptu, extemporaneous, manuscript, and memorized modes of delivery;

(B) utilize effective vocal and nonverbal techniques in speech presentation; and

(C) refine skills of diction, enunciation, pronunciation, articulation, and grammar.

(7) Communication as public address—speech analysis. The student shall be provided opportunities to:

(A) develop skills of speech analysis through a study of written speech models;

(B) acquire and utilize specific criteria for the evaluation of public speeches;

(C) identify and evaluate the speaker's use of logical, ethical, and emotional forms of proof; and

(D) present analytical critiques of speeches in both oral and written forms.

(w) Oral interpretation (one-half to one unit). Oral interpretation shall include the following essential elements:

(1) Definition of interpretation. The student shall be provided opportunities to:

- (A) explore interpretative reading;
- (B) communicate with an audience; and
- (C) suggest potential of literature.

(2) Literary merit. The student shall be provided opportunities to:

- (A) understand universal appeal; and
- (B) experience uniqueness of literary works.

(3) Determination of meaning. The student shall be provided opportunities to:

- (A) understand the nature of meaning;
- (B) develop responses to meaning;
- (C) experience the emotional impact; and
- (D) perceive individual styles of authors and literary types

(4) Role of the interpreter. The student shall be provided opportunities to:

- (A) present literature based on the author's intent; and
- (B) recreate intellectual, emotional, and aesthetic aspects of literary works.

(5) Selection of literature. The student shall be provided opportunities to:

- (A) identify the nature of the audience;
- (B) examine literary genre; and
- (C) appraise personal preferences.

(6) Analysis of literature. The student shall be provided opportunities to:

- (A) define the author's purpose or attitude;
- (B) recognize the author's structure; and
- (C) determine the author's style.

(7) Performance techniques. The student shall be provided opportunities to:

- (A) evaluate the audience;
- (B) expand vocal potential;
- (C) implement the use of the body;
- (D) use the manuscript; and
- (E) answer the demands of literature relative to period, time, style, locale.

(8) Adaptation of literature. The student shall be provided opportunities to:

- (A) preserve the author's intent;

(B) maintain literary form and style;

(C) reach the specific need of the situation;

and

(D) provide proper introduction and meaningful transitions suitable to the literature.

(9) Performance of literature. The student shall be provided opportunities to:

(A) present and recreate the literature in individual presentations; and

(B) present and recreate the literature in group performances.

(10) Criteria for evaluation. The student shall be provided opportunities to:

(A) select criteria for appraising individual technique; and

(B) design guidelines for audience reaction.

(x) Introduction to radio and television (one-half unit). Introduction to radio and television shall include the following essential elements:

(1) History of the broadcast media. The student shall be provided opportunities to analyze the facts about and evaluate the significance of:

- (A) changing patterns of radio programming;
- (B) radio broadcasting and its functions today;

and

(C) television's emergence and pervasiveness.

(2) Functions of broadcast media. The student shall be provided opportunities to distinguish among the four functions of broadcasting and how they differ on commercial, public, and community access stations:

- (A) entertainment;
- (B) information;
- (C) education; and
- (D) advertising/persuasion.

(3) Laws and ethical considerations affecting broadcast media. The student shall be provided opportunities to recognize reasons for and laws concerning:

- (A) federal regulation of the broadcast industry;
- (B) censorship and freedom of speech;
- (C) political campaigning and media; and
- (D) determination and dissemination of news.

(4) Impact of radio and television on society. The student shall be provided opportunities to evaluate:

- (A) influence on the individual;
- (B) impact on a democratic society;
- (C) cultural unification; and
- (D) immediacy of communication.

(5) Production of radio and television programs. The student shall be provided opportunities to learn about:

- (A) economics of broadcasting;
- (B) station personnel and management;
- (C) selection of subject matter and talent;
- (D) application of radio and television programming for use by other curriculum areas; and
- (E) technical aspects of production.

(6) Radio and television script composition. The student shall be provided opportunities to learn and refine through writing:

- (A) organization and clarity of ideas;
- (B) effective use of language;
- (C) adaptation of content to specific audience;

- (D) creativity and style; and
- (E) adherence to time frame.

(7) Production techniques. The student shall be provided opportunities to learn and practice:

- (A) vocal techniques used in broadcast;
- (B) performance techniques to achieve camera presence; and
- (C) functions and responsibilities of production team members.

(8) Role of the broadcast media consumer. The student shall be provided opportunities to recognize and respond to:

- (A) fact and opinion in newscasts, commercials, and documentaries;
- (B) critical appreciation of quality programming; and
- (C) advertising strategies.

(9) Careers and continued study in broadcasting. The student shall be provided opportunities to provide encouragement for and familiarization with:

- (A) the varied spectrum of broadcast career opportunities;
- (B) career competencies needed for entry level into the field; and
- (C) higher level and post-secondary study of broadcasting.

(10) Evaluation and assessment. The student shall be provided opportunities to establish criteria for:

- (A) the promotion of high standards in the writing, producing, directing, and performance of broadcast presentation;
- (B) the measurement of learning skills; and
- (C) the evaluation of production projects.

(y) Debate (one-half to one unit). Debate shall provide a program that includes the following essential elements:

(1) Specific formats and forums for debate. The student shall be provided opportunities to examine the structure of:

- (A) debate in a democratic society;
- (B) congressional/legislative debate;
- (C) Lincoln/Douglas debate;
- (D) standard debate, and
- (E) Oregon debate (cross examination).

(2) Processes of logic and critical thinking. The student shall be provided opportunities to analyze reasoning forms and approaches.

(3) Reading experiences. The student shall be provided opportunities to:

- (A) examine diverse sources; and
- (B) increase close reading skills through research and preparation of material

(4) Written single-issue briefs. The student shall be provided opportunities to brief affirmative or negative arguments in outline form

(5) Resolution interpretation. The student shall be provided opportunities to explore the resolution through definitions, potential issues, use of "should," and unique requirements of value and fact topics

(6) Affirmative case construction. The student shall be provided opportunities to develop a prima facie case with attention to fiat powers, organizational ap-

proach, plan components, solvency proofs, burden of proofs, inherent obligations, and topical correctness.

(7) Negative case construction. The student shall be provided opportunities to clarify stock issues, defense of status quo, counter plans, presumption, direct refutation, minor repairs, extra-topicality, and uniqueness.

(8) Listening to cross-examination as witness, questioner, or auditor. The student shall be provided opportunities to refine spontaneous response through:

- (A) questioning techniques;
- (B) listening accuracy;
- (C) witness obligations; and
- (D) carry-through in argumentation.

(9) Oral, aural, written evaluation of arguments. The student shall be provided opportunities to refute individual arguments within debate format(s) through extensions of arguments, flowing of arguments, and clashing with case.

(10) Presentation of debate. The student shall be provided opportunities to test the accrued abilities of reading, writing, listening, speaking, and analyzing through competitive tournament debating.

(z) Public speaking (one-half to one unit). Public speaking shall provide a program that includes the following essential elements:

(1) Concepts of rhetoric. The student shall be provided opportunities to:

- (A) become acquainted with the concepts of classical rhetoric;
- (B) become acquainted with the concepts of Aristotelian modes and proof; and
- (C) analyze methods used by speakers and writers in dealing with these concepts.

(2) Outstanding public speakers of the past and present. The student shall be provided opportunities to:

- (A) assess elements of style, technique, and development; and
- (B) analyze various types of appeal such as to logic, to emotion, and to audience values.

(3) Topic selection. The student shall be provided opportunities to:

- (A) become acquainted with the process and criteria for selecting ideas for public communication such as choosing the subject, discovering ideas within the subject, shaping ideas to suit the audience, purpose, and occasion; and
- (B) analyze scope of topic and possible methods for development.

(4) Library and non-library research skills. The student shall be provided opportunities to:

- (A) become acquainted with a variety of research sources ranging from standard reference volumes to interviews;
- (B) evaluate research as to quality and application; and
- (C) develop methods of notetaking and filing for the purpose of preserving and retrieving research information.

(5) Organization of ideas. The student shall be provided opportunities to:

- (A) formulate an effective introduction for various speeches;

(B) formulate an effective conclusion for various speeches;

(C) choose the appropriate internal pattern for various speeches;

(D) utilize relevant, varied, and interesting forms of proof to support the ideas of various speeches; and

(E) formulate effective transitional devices by which to progress smoothly and logically from one idea to another in various speeches.

(6) Selection of language. The student shall be provided opportunities to:

(A) recognize and use various rhetorical devices such as repetition, analogy, antithesis, parallelism, and figurative language;

(B) recognize the elements of verbal style such as concreteness, clarity, appropriateness, and economy; and

(C) recognize and use defensive/nondefensive-producing language and various motive appeals.

(7) Preparation and presentation. The student shall be provided opportunities to:

(A) distinguish among manuscript, extemporaneous, and impromptu speeches; and

(B) recognize the purpose of and practice the presentation of various types of speeches.

(8) Delivery skills. The student shall be provided opportunities to:

(A) distinguish between verbal and nonverbal skills; and

(B) recognize and use diction, voice control, posture and gesture, eye contact, and confidence.

(9) Listening skills. The student shall be provided opportunities to:

(A) become acquainted with the differences between hearing and listening;

(B) become acquainted with the barriers to effective listening; and

(C) improve listening skills through listening to and evaluating a variety of speeches.

(10) Evaluation skills. The student shall be provided opportunities to establish criteria for the analysis and evaluation of public address.

(aa) Independent study/speech (one-half to one unit). Independent study/speech shall include activities individually designed for high-achieving students. The student shall be provided opportunities to do one or more of the following:

(1) conduct research;

(2) produce original work in print or in some other medium;

(3) develop an advanced skill; and

(4) study extensively in a specific area of interest.

(bb) Journalism I (one-half to one unit). Journalism I shall include the following essential elements:

(1) History of mass print media in the United States. The student shall be provided opportunities to identify significant persons and events in journalism in the United States.

(2) Contemporary role of mass print media in the United States. The student shall be provided opportunities to:

(A) define the responsibility of media to the audience;

(B) distinguish fact from opinion;

(C) identify types of print media; and

(D) distinguish between print and broadcast material.

(3) Basic features of journalism. The student shall be provided opportunities to:

(A) analyze editorial policies;

(B) identify types of audience;

(C) develop guidelines for news value of stories;

(D) explain significance of placement; and

(E) compose headlines including size and word connotations.

(4) Journalistic writing. The student shall be provided opportunities to:

(A) differentiate among and write straight, interpretive, and feature news stories, including effective leads;

(B) understand the elements of news;

(C) use inverted pyramid form;

(D) write effective headlines and cutlines;

(E) use journalistic style;

(F) gather information through interviews and incorporate direct and indirect quotations; and

(G) edit copy using appropriate copyreading and proofreading symbols.

(5) Purposes and characteristics of newspaper pages. The student shall be provided opportunities to describe the characteristics of editorial pages, front pages, and sports pages and distinguish among them.

(6) Current trends in format and publishing techniques. The student shall be provided opportunities to choose formats for editorial, front, and sports pages.

(7) Graphics, design, and layout in newspapers and magazines. The student shall be provided opportunities to:

(A) demonstrate the relationship among the elements of design;

(B) identify sizes and types of print;

(C) select, crop, and scale pictures and photographs;

(D) use the principles of balance, contrast, and variety in layout;

(E) paste up pages; and

(F) prepare press-ready materials.

(8) Printing process. The student shall be provided opportunities to:

(A) choose typographical specifications;

(B) set copy; and

(C) lay out pages.

(9) Survey of advertising. The student shall be provided opportunities to:

(A) study current trends in advertising;

(B) sell advertising; and

(C) design and prepare ads for publication.

(cc) Advanced journalism: yearbook or literary magazine production (one unit). Advanced journalism: yearbook or literary magazine production shall include elements and processes of magazine-type journalistic products, including the school yearbook and literary magazine. The student shall be provided opportunities to:

- (1) cooperate with other participating persons and organizations in developing a product;
 - (2) work within time constraints and budget limitations;
 - (3) develop student financial responsibility in producing and publishing materials;
 - (4) plan and implement an advertising campaign;
 - (5) plan and implement a circulation campaign;
 - (6) cut and crop photographs to fit an overall page plan.
 - (7) write and edit copy;
 - (8) produce effective graphic art;
 - (9) write effective headlines and cutlines; and
 - (10) edit and proofread copy, pages, and entire issues
- (dd) Advanced journalism: newspaper production (one unit) Advanced journalism: newspaper production shall include elements and processes used in producing a school newspaper. The student shall be provided opportunities to:
- (1) cooperate with other participating persons and organizations in developing a product;
 - (2) work within time constraints and budget limitations;
 - (3) develop student financial responsibility in producing and publishing materials;
 - (4) plan and implement an advertising campaign;
 - (5) plan and implement a circulation campaign;
 - (6) apply skills in covering events and in writing articles that reflect the variety of school and community life;
 - (7) plan dummies and paste up pages;
 - (8) select, crop, and scale photographs;
 - (9) write effective cutlines and headlines; and
 - (10) edit and proofread copy, pages, and entire issues.
- (ee) Photojournalism (one-half to one unit). Photojournalism shall include the following essential elements:
- (1) Photography for journalistic purposes. The student shall be provided opportunities to:
 - (A) plan photographs in relation to assignments from an editor;
 - (B) illustrate news events with appropriate photos and captions; and
 - (C) sequence photos
 - (2) Camera techniques. The student shall be provided opportunities to operate various types of cameras, light meters, and electronic strobes.
 - (3) Film processing. The student shall be provided opportunities to:
 - (A) use the darkroom;
 - (B) use film processing supplies; and
 - (C) identify available supplementary services.
 - (4) Photo composition. The student shall be provided opportunities to:
 - (A) apply principles of balance and contrast; and
 - (B) crop and scale photographs.
- (ff) Broadcast journalism (one-half to one unit). Broadcast journalism shall include the following essential elements.
- (1) Nature of radio and television broadcasting. The student shall be provided opportunities to:

- (A) understand radio waves and the radio spectrum; and
 - (B) understand principles of transmission of signals.
- (2) Evolution of radio and television broadcasting. The student shall be provided opportunities to understand the history and significance of:
 - (A) point-to-point radio;
 - (B) radio broadcasting;
 - (C) television broadcasting; and
 - (D) regulation of broadcasting.
 - (3) Issues in legal and ethical responsibilities of nonprint media. The student shall be provided opportunities to:
 - (A) select content for broadcasting;
 - (B) understand and work within regulatory constraints;
 - (C) determine and provide for audience needs and wishes; and
 - (D) identify availability of alternative programming.
 - (4) Analysis of nonprint media coverage of news. The student shall be provided opportunities to:
 - (A) distinguish between capabilities of print and nonprint media news coverage;
 - (B) select coverage;
 - (C) gather news; and
 - (D) program.
- (gg) Independent study/journalism (one-half to one unit). Independent study/ journalism shall include activities individually designed for highachieving students. The student shall be provided opportunities to do one or more of the following:
- (1) conduct research;
 - (2) produce original work in print or in some other medium;
 - (3) extensively develop an advanced skill; and
 - (4) study in a specific area of interest.

§75.62. *Other Languages.*

- (a) Other languages level I (one unit). Other languages, level I, shall include in a sequential program the following essential elements:
- (1) Listening. Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects. The student shall be provided opportunities to:
 - (A) discriminate sounds in meaningful contexts;
 - (B) distinguish variations in sounds and intonation patterns; and
 - (C) comprehend basic structures, expressions, and common vocabulary.
 - (2) Speaking. Skills and concepts that result in the ability to respond to most routine questions, statements, and commands, to speak intelligibly and use vocabulary sufficient to express oneself simply, to discuss situations relevant to everyday life. The student shall be provided opportunities to:
 - (A) reproduce sounds and intonation patterns in meaningful contexts;
 - (B) use words, phrases, or sentences as appropriate; and

(C) use expressions needed for daily life situations.

(3) **Reading.** Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references. The student shall be provided opportunities to:

(A) read familiar material with comprehension; and

(B) read familiar material orally approximating correct pronunciation and intonation.

(4) **Writing.** Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary. The student shall be provided opportunities to:

(A) write familiar material using spelling, capitalization, and punctuation conventions; and

(B) write from dictation.

(5) **Culture.** Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations. The student shall be provided opportunities to:

(A) experience various aspects of another culture; and

(B) understand that behavior is conditioned by culture.

(6) **Language.** Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages. The student shall be provided opportunities to:

(A) recognize the interrelationship of languages;

(B) recognize the role of nonlinguistic elements in communication; and

(C) recognize errors as important in learning a language.

(b) **Other languages level II (one unit)** Other languages, level II, shall include in a sequential program the following essential elements:

(1) **Listening.** Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects. The student shall be provided opportunities to:

(A) distinguish variations in sounds and intonation patterns;

(B) comprehend basic structures, expressions, and common vocabulary;

(C) comprehend short familiar passages; and

(D) recognize familiar material in unfamiliar context.

(2) **Speaking.** Skills and concepts that result in the ability to respond to most routine questions, statements, and commands, to speak intelligibly and use vocabulary sufficient to express oneself simply and to discuss situations relevant to everyday life. The student shall be provided opportunities to:

(A) reproduce sounds and intonation patterns in meaningful contexts;

(B) use words, phrases, or sentences as appropriate;

(C) use expressions needed for daily life situations;

(D) retell familiar material; and

(E) use alternate means of communicating an idea.

(3) **Reading.** Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references. The student shall be provided opportunities to:

(A) read familiar material with comprehension;

(B) read familiar material orally approximating correct pronunciation and intonation;

(C) understand familiar material in context; and

(D) use word recognition skills.

(4) **Writing.** Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary. The student shall be provided opportunities to:

(A) write familiar material using spelling, capitalization, and punctuation conventions;

(B) write from dictation; and

(C) use familiar material in guided composition.

(5) **Culture.** Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations. The student shall be provided opportunities to:

(A) understand that behavior is conditioned by culture;

(B) become aware of the cultural connotations of common words and phrases; and

(C) locate and organize cultural information.

(6) **Language.** Concepts that result in generalizations about how a language operates and skills that result in the application of the language learning process to the study of other languages. The student shall be provided opportunities to:

(A) recognize the interrelationship of languages;

(B) recognize that some language features are unique;

(C) recognize errors as important in learning a language; and

(D) develop language learning techniques.

(c) **Other languages level III (one unit)** Other languages, level III, shall include in a sequential program the following essential elements:

(1) **Listening.** Skills and concepts that result in the understanding of most routine questions, statements, commands, and the gist of everyday conversations on nontechnical subjects. The student shall be provided opportunities to:

(A) comprehend basic structures, expressions, and common vocabulary;

(B) comprehend short familiar passages;

(C) recognize familiar material in unfamiliar context;

(D) interpret body language and context to aid comprehension; and

(E) comprehend native speakers in controlled situations.

(2) **Speaking.** Skills and concepts that result in the ability to respond to most routine questions, statements, and commands, to speak intelligibly and use vocabulary sufficient to express oneself simply and to discuss situations relevant to everyday life. The student shall be provided opportunities to:

- (A) reproduce the sounds and intonation patterns in meaningful contexts;
- (B) use expressions needed for daily life situations;
- (C) retell familiar material;
- (D) use alternate means of communicating an idea; and
- (E) sustain conversation on familiar subjects.

(3) **Reading.** Skills and concepts that result in the understanding of most routine expressions learned orally and of nontechnical material on familiar subjects with the aid of references. The student shall be provided opportunities to:

- (A) understand unfamiliar material in context;
- (B) use word recognition skills; and
- (C) do intensive and extensive reading, including ordinary prose and some literary selections.

(4) **Writing.** Skills and concepts that result in the production of essential messages and in the communication of everyday situations using basic constructions and simple vocabulary. The student shall be provided opportunities to:

- (A) use familiar material in guided composition; and
- (B) do original composition, including personal letters and the completion of forms and questionnaires.

(5) **Culture.** Concepts that result in knowledge and awareness of the history and culture of another people within a range of situations. The student shall be provided opportunities to:

- (A) understand that behavior is conditioned by culture;
- (B) become aware of the cultural connotations of common words and phrases; and
- (C) study cultural generalizations.

(6) **Language.** Concepts that result in generalization about how a language operates and skills that result in the application of the language learning process to the study of other languages. The student shall be provided opportunities to:

- (A) recognize appropriate language for different social situations;
- (B) recognize language as a system of communication; and
- (C) develop language learning techniques.

(d) **Advanced languages (one-half unit).** Advanced languages shall include in a sequential program one or more of the following essential elements:

(1) **Oral communication skills (listening and speaking).** Skills and concepts that result in satisfying routine social demands and limited school or work requirements; culture is taught as an integral part of oral communication skills. The student shall be provided opportunities to:

(A) understand face-to-face speech in a standard dialect on everyday topics;

(B) follow the essential points of a discussion, speech, or explanation on topics in a special field of interest;

(C) comprehend oral language when encountered in a variety of media including radio, television, cinema, theater;

(D) express opinions;

(E) describe particular interests and special fields of choice;

(F) participate in casual conversations about current events, work, family, and autobiographical information; and

(G) expand the use of fundamental grammatical constructions.

(2) **Written communication skills (reading and writing).** Skills and concepts that result in the ability to read edited textual material or authentic printed material within a familiar context and to write from personal experience social correspondence and compositions on familiar topics; culture is taught as an integral part of written communication skills. The student shall be provided opportunities to:

(A) identify main idea and supporting details;

(B) read news items describing current events;

(C) understand and write social notes and personal and business letters;

(D) read fiction and nonfiction;

(E) read selections of prose and poetry of moderate difficulty with attention given to style;

(F) write cohesive summaries and short narrative descriptions on factual topics;

(G) express personal preferences and observations in some detail;

(H) understand and use the forms and conventions of written language appropriately;

(I) use reference works such as dictionaries, encyclopedias, and atlases; and

(J) expand the use of fundamental grammatical constructions.

(3) **Reading.** Skills and concepts that result in the ability to read edited textual material or authentic printed material within a familiar context; culture is taught as an integral part of the skill of reading. The student shall be provided opportunities to:

(A) do intensive and extensive reading;

(B) understand ordinary prose which may include such items as personal letters, inscriptions, and technical material; and

(C) read selections of prose and poetry of moderate difficulty with attention given to style

(e) **Exploratory language (one-half unit)** Exploratory language shall include in a nonsequential program one or more of the following essential elements.

(1) Skills and concepts pertaining to the process that is language. The student shall be provided opportunities to:

(A) experience the linguistic skills—listening, speaking, reading, and writing;

(B) experience various aspects of another culture;

(C) analyze and apply grammatical rules;

(D) practice different types of language exercises and activities; and

(E) examine the subsystems of language, e.g., sounds, grammar, vocabulary, etc.

(2) Skills in studying a language. The student shall be provided opportunities to:

(A) develop accuracy in the observation and the application of linguistic rules;

(B) understand that errors are important in learning a language, and

(C) practice different language learning techniques.

(3) Skills in making generalizations about language and culture. The student shall be provided opportunities to:

(A) apply and extend knowledge of one language to another language,

(B) compare and contrast features of another language with English;

(C) recognize the role of nonlinguistic elements in communication, and

(D) understand that behavior is conditioned by culture.

(f) Language for special purposes (one-half unit). Language for special purposes shall include in a nonsequential program one or both of the following essential elements:

(1) Skills and concepts related to traveling in another country. The student shall be provided opportunities to:

(A) understand and use words, phrases, and expressions encountered when traveling;

(B) demonstrate facility with the mechanics of travel; and

(C) understand certain customs and practices of the host country.

(2) Skills and concepts related to a career. The student shall be provided opportunities to:

(A) understand and use specialized words and phrases;

(B) perform reading and writing tasks basic to the field of work; and

(C) demonstrate an understanding of customs and practices related to the career studied

(g) Cultural topics (one-half unit). Cultural topics shall include in a nonsequential program one or more of the following essential elements:

(1) Historical development of a selected region or country. The student shall be provided opportunities to:

(A) recognize the interaction of the region or country with the rest of the world;

(B) trace historical events from the beginnings to the present; and

(C) identify significant personalities in the development of the region or country.

(2) Geographical aspects of and related influences on a selected region or country. The student shall be provided opportunities to:

(A) understand the influence of geography on the historical development of the region or country; and

(B) explore the interrelationships between the physical and cultural environments.

(3) Cultural aspects of a selected region or country. The student shall be provided opportunities to:

(A) understand the social, cultural, and economic changes that have affected lifestyles;

(B) recognize the variation of cultural patterns within the region or country;

(C) understand the role of religion and tradition in shaping a people's actions; and

(D) explore the art, music, literature, drama, and other culturally related activities of the region or country.

(4) Linguistic aspects of a selected region or country. The student shall be provided opportunities to:

(A) understand, reproduce, read, and write common expressions and vocabulary used in the region or country studied; and

(B) describe general aspects of the language based upon the linguistic experiences provided.

§75.63. *Mathematics.*

(a) Fundamentals of mathematics (one unit). Fundamentals of mathematics shall include the following essential elements.

(1) Measurement concepts and skills using metric and customary units. The student shall be provided opportunities to:

(A) find appropriate units of measure;

(B) solve problems involving measures; and

(C) apply ratio and proportion.

(2) Properties and relationships of shapes and their applications. The student shall be provided opportunities to:

(A) find and use perimeter, area, circumference, surface area, and volume; and

(B) apply geometric properties.

(3) Concepts and skills associated with the understanding of numbers (whole, integer, and rational) and the place-value system. The student shall be provided opportunities to:

(A) use the operations of addition, subtraction, multiplication, and division with whole numbers and integers in practical situations;

(B) use fractions and their relative values;

(C) use the operations of addition, subtraction, multiplication, and division with fractions in problem situations;

(D) compare decimal fractions; and

(E) use the operations of addition, subtraction, multiplication, and division with decimals in problem situations.

(4) Concepts and skills involving income, cost comparisons, and taxes. The student shall be provided opportunities to:

(A) compute wages;

(B) interpret deductions on paycheck stubs;

(C) apply percents;

(D) make budgets; and

(E) open and maintain checking and savings account.

(5) Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to:

(A) estimate solutions;

(B) write and solve equations;

- (C) measure;
- (D) apply geometric concepts;
- (E) determine proportion and percent;
- (F) use graphs;
- (G) use probability and statistics; and
- (H) work with personal finance.

(6) The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to:

- (A) use counting methods and factorials;
- (B) construct charts, graphs, and frequency tables;
- (C) find measures of central tendency (mode, median, mean);
- (D) understand simple and compound events;
- (E) make predictions; and
- (F) apply skills.

(b) Consumer mathematics (one unit). Consumer mathematics shall include the following essential elements:

(1) Use of concepts and skills in graphing and in statistics to gather information and make decisions. The student shall be provided opportunities to:

- (A) interpret charts, tables, graphs, and maps;
- (B) construct appropriate graphs from consumer or careerrelated information;
- (C) determine wages and deductions from given information;
- (D) use mean, median, and mode;
- (E) find validity of claims involving statistical data.

(2) Application of operations and properties of ratio, proportion, and percent to determine costs and to make decisions from cost comparisons. The student shall be provided opportunities to:

- (A) find costs of:
 - (i) housing (owning and renting);
 - (ii) food;
 - (iii) transportation;
 - (iv) clothing; and
 - (v) insurance;
- (B) make decisions by comparing different types of the costs in subparagraph (A) of this paragraph; and
- (C) find discounts, sales, rebates, coupons, etc.

(3) Use of probability concepts and skills to investigate possibilities of arrangements or occurrences and to make predictions from these probabilities. The student shall be provided opportunities to:

- (A) use the fundamental counting principle;
- (B) use permutations;
- (C) construct tree diagrams; and
- (D) use sample spaces to determine probabilities and odds in favor of an event.

(4) Investigation of financing procedures and costs, and comparison of different types of financing. The student shall be provided opportunities to:

- (A) investigate the use of credit cards and charge accounts; and
- (B) study options of loans for things such as car, home, etc.

(5) Concepts and skills involved in banking and investment procedures. The student shall be provided opportunities to:

- (A) use banking forms (deposit slips, checks, check book records, bank statements); and
- (B) compare advantages and disadvantages of investments.

(6) Concepts and skills involved in following local, state, and federal tax laws. The student shall be provided opportunities to:

- (A) investigate local, state, and federal tax requirements;
- (B) find various taxes on specified amounts; and
- (C) use tax reporting forms.

(7) Concepts and skills involved in developing a budget. The student shall be provided opportunities to:

- (A) use the knowledge of costs and cost comparisons to make plans for managing specific amounts of money; and
- (B) develop a personal budget.

(c) Pre-algebra (one unit). Pre-algebra shall include the following essential elements:

(1) Concepts and skills associated with the understanding of numbers and the place-value system. The student shall be provided opportunities to:

- (A) find whole number and decimal place values;
- (B) use scientific notation;
- (C) find factors and multiples;
- (D) understand fraction concepts involving:
 - (i) least common multiple;
 - (ii) greatest common factor; and
- (E) use integers.

(2) Operations on numbers, their properties, and their uses. The student shall be provided opportunities to:

- (A) understand basic operations with integers, decimals, fractions;
- (B) use the order of operations;
- (C) use exponents;
- (D) find squares and square roots;
- (E) solve simple equations involving integers, decimals, and fractions; and
- (F) apply skills.

(3) Experience in solving problems by selecting and matching strategies to given situations. The student shall be provided opportunities to:

- (A) evaluate variables and expressions (formulas);
- (B) use ratio and proportion;
- (C) find percent and percentage; and
- (D) determine needs related to personal finance.

(4) Investigation of the properties and relationships of geometric figures using measurement concepts and skills. The student shall be provided opportunities to:

- (A) understand the basic elements of geometry (point, line, etc.);
- (B) investigate geometric figures and their characteristics;
- (C) use metric and customary units;
- (D) find distance, perimeter, circumference, area, surface area, volume;

(E) use indirect measurement with similar triangles; and

(F) investigate right triangle properties.

(5) The use of probability and statistics to collect and interpret data. The student shall be provided opportunities to:

(A) use counting procedures (tree diagrams, multiplication);

(B) find the probability of independent and dependent events;

(C) gather and record data;

(D) determine the mean, median, mode;

(E) construct graphs from gathered data; and

(F) interpret graphs and analyze data.

(6) Concepts and skills involved in the analysis and graphing of relations and functions. The student shall be provided opportunities to:

(A) graph solution sets of equations and inequalities on a line;

(B) use ordered pairs and coordinate graphing;

(C) investigate linear equations and inequalities and their graphs;

(D) apply direct and inverse variation;

(E) find slope and intercepts;

(F) solve systems of equations; and

(G) apply skills.

(d) Informal geometry (one unit). Informal geometry shall include the following essential elements:

(1) Concepts and skills involving measurement.

The student shall be provided opportunities to:

(A) develop the concept of measurement using measuring instruments (metric and customary);

(B) estimate measures; and

(C) choose appropriate units of measurement.

(2) Two- and three-dimensional geometric figures and shapes. The student shall be provided opportunities to:

(A) recognize two- and three-dimensional figures by name;

(B) demonstrate an understanding of the properties of plane and solid figures;

(C) use the properties to solve problems; and

(D) recognize various triangles by shape and use their associated line segments such as altitudes, angle bisectors, and perpendicular bisectors of sides.

(3) Parallelism and perpendicularity. The student shall be provided opportunities to:

(A) recognize and use parallel and perpendicular lines with associated facts regarding the angles formed; and

(B) recognize and use key facts (standard theorems) about common quadrilaterals such as rectangles, parallelograms, rhombuses, squares, and trapezoids.

(4) Concepts of congruence and similarity including scale drawing. The student shall be provided opportunities to:

(A) demonstrate an understanding of congruence as applied to line segments, angles, and geometric figures;

(B) demonstrate a knowledge of similarity and similar figures;

(C) use ratios and proportions to solve for missing parts; and

(D) apply similarity to maps and scale drawings.

(5) Constructions via paper folding as well as compass and straightedge. The student shall be provided opportunities to:

(A) make simple constructions with compass and straightedge;

(B) copy a line segment;

(C) copy an angle;

(D) bisect an angle;

(E) construct the perpendicular to a line from a given point outside a line and from a point on a line;

(F) construct a line parallel to a given line;

(G) divide a given segment into a specified number of congruent segments;

(H) use paper folding to construct geometric figures; and

(I) construct regular polygons.

(6) Basic coordinate geometry. The student shall be provided opportunities to:

(A) use Cartesian coordinates;

(B) find the midpoint and the slope of a line;

(C) find the distance between points;

(D) use locus to describe geometric figures; and

(E) translate points, lines, and geometric figures in the plane.

(7) Area and perimeter. The student shall be provided opportunities to:

(A) find areas and perimeters of triangles, parallelograms, trapezoids, and regular polygons;

(B) develop the respective formulas intuitively or with models;

(C) apply the formulas to practical problems involving linear and square units; and

(D) find the approximate areas and perimeters of irregularly shaped figures.

(8) The right triangle. The student shall be provided opportunities to:

(A) use the Pythagorean Theorem in applications to right triangles;

(B) recognize and use trigonometric ratios of sine, cosine, and tangent as related to the right triangle; and

(C) solve practical problems involving the trigonometric ratios.

(9) The circle and sphere. The student shall be provided opportunities to:

(A) recognize and use circles and spheres with related parts such as radius, diameter, arc, chord, tangent, secant, and sector;

(B) compute circumferences and areas of circles; and

(C) solve practical problems involving measurements of circles and spheres

(10) Volume and surface area. The student shall be provided opportunities to:

(A) compute the lateral and surface area of common solids;

(B) apply the formulas to practical problems related to areas;

(C) compute the volume of common solids;

(D) apply the formulas to practical problems related to capacity and weight; and

(E) find the surface area or volume of irregularly shaped figures.

(11) Using the computer. The student shall be provided opportunities to:

(A) understand and use computer-related terminology;

(B) use software packages in a variety of applications;

(C) communicate instructions to the computer; and

(D) develop problem-solving skills.

(e) Algebra I (one unit). Algebra I shall include the following essential elements:

(1) Concepts and skills involving operations with real numbers and properties of real numbers. The student shall be provided opportunities to:

(A) classify real numbers as integral, rational, or irrational;

(B) define and use the properties of the real numbers;

(C) graph real numbers;

(D) use the order of operations including addition, subtraction, multiplication, and division; and

(E) find absolute value, exponents, additive and multiplicative inverses.

(2) Linear equations and inequalities in one variable. The student shall be provided opportunities to:

(A) solve equations;

(B) solve inequalities;

(C) graph equations and inequalities;

(D) solve equations and inequalities involving absolute value;

(E) use equations and inequalities in applications and problem-solving situations; and

(F) use formulas to solve problems.

(3) Linear equations and inequalities in two variables. The student shall be provided opportunities to:

(A) solve equations and formulas in two variables;

(B) find intercepts and slope to graph equations;

(C) identify and graph functions;

(D) find the equation of a line;

(E) use the graphing, addition, and subtraction methods of solving a system of equations;

(F) graph systems of inequalities; and

(G) use equations and inequalities in applications and problem-solving situations.

(4) Concepts and skills associated with polynomials. The student shall be provided opportunities to:

(A) add, subtract, multiply, and divide polynomials; and

(B) factor polynomials.

(5) Concepts and skills associated with rational expressions. The student shall be provided opportunities to:

(A) simplify rational expressions;

(B) solve problems using ratio and proportion; and

(C) add, subtract, multiply, and divide rational expressions.

(6) Properties of roots and operations with radicals. The student shall be provided opportunities to:

(A) find square roots;

(B) add, subtract, multiply, and divide square roots;

(C) simplify radicals; and

(D) solve simple radical equations.

(7) Concepts and skills associated with quadratic equations. The student shall be provided opportunities to:

(A) graph quadratic equations and functions;

(B) solve quadratic equations by using square roots, graphing, factoring, completing the square, and using the quadratic formula; and

(C) apply quadratic equations.

(f) Algebra II (one unit). Algebra II shall include the following essential elements:

(1) Concepts and skills associated with open sentences. The student shall be provided opportunities to:

(A) solve open sentences in one variable; and

(B) solve systems of linear open sentences.

(2) Properties of relations and functions. The student shall be provided opportunities to:

(A) investigate relations and their graphs;

(B) find inverse relations;

(C) investigate properties of functions;

(D) find the domain and range of a function;

(E) perform composition of functions; and

(F) use direct and inverse variation.

(3) Properties of the complex number system. The student shall be provided opportunities to:

(A) define a complex number, its additive inverse, conjugate, and absolute value, and

(B) add, subtract, multiply, and divide complex numbers.

(4) Concepts and skills associated with polynomials and rational expressions. The student shall be provided opportunities to:

(A) factor expressions over the set of real numbers;

(B) simplify rational expressions;

(C) perform operations of addition, subtraction, multiplication, and division involving rational expressions; and

(D) simplify complex fractions.

(5) Properties of points and planes in space. The student shall be provided opportunities to:

(A) use coordinate geometry,

(B) find the distance between points in a plane and find the midpoints of segments; and

(C) solve systems of equations using linear combinations.

(6) Concepts and skills associated with matrices and determinants. The student shall be provided opportunities to:

(A) add and multiply matrices;

(B) solve systems of equations using determinants and matrices; and

(C) use determinants or matrices to solve problem situations.

(7) Concepts and skills associated with quadratic functions. The student shall be provided opportunities to:

(A) develop and use the quadratic formula;

- (B) find discriminants and zeros of quadratic functions;
- (C) write quadratic equations from roots; and
- (D) draw graphs using the vertex and axis of symmetry.
- (8) Concepts and skills relating to conic sections and systems of quadratics. The student shall be provided opportunities to:
 - (A) graph equations of circles, ellipses, parabolas, and hyperbolas;
 - (B) write the equation of a parabola and a circle from the definitions;
 - (C) identify conic equations;
 - (D) graph quadratic systems and indicate solution sets; and
 - (E) solve systems algebraically.
- (9) Concepts and skills relating to exponential and logarithmic functions. The student shall be provided opportunities to:
 - (A) graph functions and inverses;
 - (B) change equations from logarithmic to exponential form and conversely;
 - (C) solve logarithmic and exponential equations; and
 - (D) solve problems using logarithmic and exponential equations.
- (10) Concepts and skills relating to higher degree polynomial functions. The student shall be provided opportunities to:
 - (A) use synthetic division;
 - (B) apply the Fundamental Theorem of Algebra;
 - (C) use the Rational Root Theorem; and
 - (D) graph higher degree polynomial functions.
- (11) Concepts and properties of sequences and series. The student shall be provided opportunities to:
 - (A) investigate arithmetic and geometric sequences;
 - (B) find arithmetic and geometric means;
 - (C) investigate arithmetic and geometric series;
 - (D) investigate convergent geometric series;
 - (E) use sequences and series as models of problem situations;
 - (F) use factorials;
 - (G) expand binomial powers; and
 - (H) use the Binomial Theorem.
- (g) Geometry (one unit). Geometry shall include the following essential elements:
 - (1) The nature of deductive reasoning. The student shall be provided opportunities to:
 - (A) draw conclusions;
 - (B) use logic;
 - (C) use undefined terms and definitions;
 - (D) use direct proof; and
 - (E) use indirect proof.
 - (2) Geometry of the real world. The student shall be provided opportunities to:
 - (A) find properties of geometric figures;
 - (B) understand symmetry; and
 - (C) find area and volume.
 - (3) Fundamental ideas: lines and angles. The student shall be provided opportunities to:
 - (A) determine distance and betweenness; and

- (B) measure angles.
- (4) Some basic postulates and theorems. The student shall be provided opportunities to:
 - (A) investigate postulates of equality;
 - (B) use bisection theorems;
 - (C) understand angle relationships;
 - (D) use right angle theorems; and
 - (E) prove theorems.
- (5) Congruent triangles. The student shall be provided opportunities to:
 - (A) use congruence postulates;
 - (B) prove triangle congruencies; and
 - (C) perform straightedge and compass constructions.
- (6) Transformations. The student shall be provided opportunities to study reflections, translations, and rotations.
- (7) Inequalities. The student shall be provided opportunities to use:
 - (A) postulates of inequality;
 - (B) the exterior angle theorem;
 - (C) triangle side and angle inequalities; and
 - (D) the triangle inequality theorem.
- (8) Parallel lines. The student shall be provided opportunities to:
 - (A) find parallel and perpendicular lines;
 - (B) use the parallel postulate; and
 - (C) identify angles related to parallel lines.
- (9) Quadrilaterals. The student shall be provided opportunities to:
 - (A) understand classifications and definitions;
 - (B) use properties of the parallelogram, rhombus, rectangle, square, and trapezoid; and
 - (C) prove theorems.
- (10) Area. The student shall be provided opportunities to:
 - (A) find the area of polygonal regions; and
 - (B) apply Heron's Theorem.
- (11) Similarity. The student shall be provided opportunities to:
 - (A) use ratio and proportion;
 - (B) work with similar triangles;
 - (C) find proportional line segments;
 - (D) use the angle bisector theorem; and
 - (E) find perimeters of similar triangles.
- (12) The right angle. The student shall be provided opportunities to:
 - (A) understand proportions of right triangles;
 - (B) use the Pythagorean Theorem; and
 - (C) investigate special right triangles (30° , 60° , isosceles).
- (13) Coordinate geometry. The student shall be provided opportunities to:
 - (A) use Cartesian coordinates;
 - (B) define and apply locus theorems;
 - (C) define the straight line,
 - (D) graph the straight line; and
 - (E) find distances.
- (14) Circles. The student shall be provided opportunities to:
 - (A) investigate segments related to circles;
 - (B) understand angles of a circle; and

(C) investigate inscribed and circumscribed circles.

(15) Regular polygons and the circle. The student shall be provided opportunities to:

- (A) use related theorems;
- (B) find perimeter of regular polygons;
- (C) find area of regular polygons;
- (D) find circumference and area of a circle;

and

(E) investigate sectors and a.c.s.

(16) Geometric solids. The student shall be provided opportunities to:

- (A) investigate lines and planes in space;
- (B) investigate polyhedrons, prisms, and spheres;
- (C) find surface area and volume of prisms and cylinders; and
- (D) find surface area and volume of pyramids, cones, and spheres.

(h) Trigonometry (one-half unit). Trigonometry shall include the following essential elements:

(1) Trigonometric functions. The student shall be provided opportunities to:

- (A) understand relations and functions;
- (B) define the sine, cosine, tangent, secant, cosecant, and cotangent functions;
- (C) find values of the trigonometric functions;

and

(D) solve right triangle problems.

(2) Properties of trigonometric and circular functions. The student shall be provided opportunities to:

- (A) graph functions;
- (B) use radian measure; and
- (C) use periodic motion.

(3) Applications of trigonometric and circular functions. The student shall be provided opportunities to:

- (A) understand the reciprocal, the quotient, and the Pythagorean properties;
- (B) use trigonometric identities; and
- (C) solve trigonometric equations.

(4) Inverses of trigonometric and circular functions. The student shall be provided opportunities to:

- (A) graph inverse functions; and
- (B) investigate properties of inverse functions.

(5) Triangle problems. The student shall be provided opportunities to use:

- (A) the law of cosines;
- (B) the law of sines; and
- (C) vectors.

(6) Application of trigonometric and circular functions. The student shall be provided opportunities to use:

- (A) polar coordinates;
- (B) complex numbers;
- (C) power series; and
- (D) hyperbolic functions.

(i) Elementary analysis (one-half unit). Elementary analysis shall include the following essential elements:

(1) Properties of the real number system and other mathematical systems. The student shall be provided opportunities to:

- (A) understand the structure of mathematical systems (undefined and defined terms, operations, postulates, theorems);

(B) investigate groups, rings, fields;

(C) understand matrices (addition and multiplication); and

(D) understand ordered fields (properties, proofs).

(2) Concepts and skills involved in the analysis of relations and functions and their properties and graphs.

The student shall be provided opportunities to:

- (A) review domain, range, inverse;
- (B) find composition of functions;
- (C) find inverse functions;
- (D) identify increasing and decreasing functions;

(E) identify and graph periodic functions;

(F) perform operations on functions; and

(G) identify continuous functions.

(3) Properties and graphs of special functions.

The student shall be provided opportunities to use:

- (A) polynomial functions;
- (B) exponential functions;
- (C) logarithmic functions; and
- (D) circular functions.

(4) Logic concepts applied in mathematical induction. The student shall be provided opportunities to:

- (A) find patterns and make generalizations;
- (B) use the theorem of mathematical induction.

(5) Concepts and skills related to higher degree polynomial functions. The student shall be provided opportunities to:

- (A) use the Division Theorem and Remainder Theorem;
- (B) use synthetic division;
- (C) use the Rational Root Theorem;
- (D) use Descartes' Rule of Signs and the Upper and Lower Bound Theorem;
- (E) find rational roots of polynomials;
- (F) apply the Fundamental Theorem of Algebra; and
- (G) graph polynomial functions.

(6) Concepts and skills involved in working with sequences and series. The student shall be provided opportunities to:

- (A) use general terms;
- (B) perform summation proofs;
- (C) use the Binomial Theorem, including factorials and combinations; and
- (D) find limits of sequences.

(j) Analytic geometry (one-half unit). Analytic geometry shall include the following essential elements:

(1) The plane. The student shall be provided opportunities to:

- (A) investigate the geometry of ordered pairs;
- (B) investigate lines, polygons, curves;
- (C) perform basic operations with vectors; and
- (D) use parametric equations

(2) Space. The student shall be provided opportunities to:

- (A) use space coordinatization;
- (B) investigate the geometry of ordered triples;
- (C) investigate lines and planes; and
- (D) use vectors in space.

(3) Curves in the plane. The student shall be provided opportunities to:

- (A) use vector equations for lines;
- (B) find Cartesian equations for lines;
- (C) use families of lines;
- (D) investigate the polar coordinate system;
- (E) relate polar and Cartesian coordinates and equations;
- (F) sketch curves.

(4) Circles, cylinders, and spheres. The student shall be provided opportunities to investigate equations and properties.

(5) Conics. The student shall be provided opportunities to:

- (A) derive the equations of circles, parabolas, ellipses, and hyperbolas,
- (B) solve second-degree equations; and
- (C) use conics in applications.

(6) Transformations. The student shall be provided opportunities to:

- (A) use translations, invariants, reflections, rotations, composition of transformations; and
- (B) use transformations to simplify equations.

(k) Pre-calculus (one-half to one unit). Pre-calculus shall include the following essential elements:

(1) Real numbers and coordinates. The student shall be provided opportunities to:

- (A) understand the real number line;
- (B) use field properties; and
- (C) write coordinates in two- and three-space.

(2) Functions and their graphs. The student shall be provided opportunities to:

- (A) understand functions: notation, language, and graphs;
- (B) perform operations on functions;
- (C) identify decreasing, increasing, and periodic functions;
- (D) graph functions; and
- (E) find composite and inverse functions.

(3) Polynomial and rational functions. The student shall be provided opportunities to:

- (A) use the Division Theorem and the Factor Theorem;
- (B) use synthetic division;
- (C) use the Rational Root Theorem;
- (D) use Descartes' Rule of Signs and the Upper and Lower Bounds Theorem;
- (E) find rational roots of polynomials;
- (F) apply the Fundamental Theorem of Algebra; and
- (G) graph polynomial functions.

(4) Exponential and logarithmic functions. The student shall be provided opportunities to:

- (A) define exponential functions;
- (B) apply exponential functions,
- (C) define logarithmic functions;
- (D) use properties and graph logarithmic functions;
- (E) solve exponential and logarithmic equations; and
- (F) use natural logarithms (the number "e").

(5) Circular functions, their properties and applications. The student shall be provided opportunities to:

- (A) find angle measurement;
- (B) identify the wrapping function;
- (C) identify periodic functions;
- (D) use applications of circular functions; and
- (E) find inverse functions.

(6) Trigonometric functions, their properties and applications. The student shall be provided opportunities to:

- (A) define the trigonometric functions;
- (B) find the value of the trigonometric functions;
- (C) graph the trigonometric functions;
- (D) solve right triangle problems;
- (E) solve general triangles;
- (F) solve trigonometric equations;
- (G) derive fundamental identities; and
- (H) prove and use identities.

(7) Vectors. The student shall be provided opportunities to:

- (A) investigate vectors in the plane;
- (B) use vectors in space; and
- (C) use vector equations for lines.

(8) Complex numbers. The student shall be provided opportunities to:

- (A) find sums, products, differences, and quotients of complex numbers;
- (B) represent complex numbers graphically;
- (C) use the trigonometric forms of complex numbers;
- (D) use polar coordinates; and
- (E) graph equations in polar form.

(9) Sequences and series. The student shall be provided opportunities to:

- (A) identify arithmetic and geometric sequences and series;
- (B) find sequences and sums;
- (C) use mathematical induction;
- (D) find the limit of a sequence; and
- (E) use the Binomial Theorem.

(10) Second degree relations. The student shall be provided opportunities to:

- (A) derive the equations for circles, parabolas, ellipses, and hyperbolas;
- (B) graph second degree equations;
- (C) perform translation and rotation of axes;
- (D) use conics in applications, and
- (E) solve general second degree equations.

(l) Mathematics of consumer economics (one-half to one unit). Mathematics of consumer economics shall include the following essential elements:

(1) Concepts and skills used when evaluating personal income and benefits. The student shall be provided opportunities to:

- (A) understand aspects of the free enterprise system;
- (B) investigate wages and deductions;
- (C) investigate benefits offered by companies, unions, organizations;
- (D) investigate social security and income tax; and
- (E) investigate stocks and bonds.

(2) Concepts and skills involved in banking, saving, and borrowing. The student shall be provided opportunities to:

- (A) understand credit financing;
- (B) investigate the Federal Reserve System;
- (C) investigate local bank services;
- (D) investigate trust funds and estate planning;
- (E) investigate different types of loans (car, home, personal); and

(F) investigate types of institutions that offer loans.

(3) Concepts and skills associated with personal expenditures. The student shall be provided opportunities to investigate expenditures for:

- (A) food, shelter, and clothing;
- (B) transportation,
- (C) insurance,
- (D) medical and dental expenses;
- (E) education,
- (F) retirement and annuities; and
- (G) miscellaneous.

(4) Concepts and skills involved in making a budget. The student shall be provided opportunities to:

- (A) make informed consumer decisions; and
- (B) practice sound money management (spending and saving)

(m) Computer mathematics I (one-half to one unit). Computer mathematics I shall include the following essential elements:

(1) Fundamentals of computer systems. The student shall be provided opportunities to:

- (A) investigate major components, including input, storage, processing, and output;
- (B) learn computer-system vocabulary; and
- (C) investigate the binary system.

(2) Programming in the BASIC language. The student shall be provided opportunities to:

- (A) use flowcharts;
- (B) learn elements of BASIC;
- (C) interpret error messages;
- (D) use system commands;
- (E) interpret input and output;
- (F) understand transfer of control;
- (G) use FOR-NEXT loops;
- (H) understand arrays, functions, subroutines;
- (I) use string variables,
- (J) use matrix disk files, and
- (K) use BASIC in problem solving applications.

(3) Using the computer for topics in consumer mathematics. The student shall be provided opportunities to write programs related to

- (A) salary, commission, and benefits;
- (B) net pay,
- (C) checking and savings accounts;
- (D) ratio, proportion, and percent;
- (E) loans, charge accounts;
- (F) budgeting, and
- (G) investments

(4) Using the computer for topics in algebra. The student shall be provided opportunities to write programs related to:

- (A) absolute value;

(B) slope of the graph of a linear equation;

(C) x- and y-intercepts of the graph of a linear equation;

(D) graphs of functions and relations (linear, quadratic, polynomial);

(E) solutions to linear equations and inequalities;

(F) nth roots of numbers;

(G) arithmetic and geometric means;

(H) factorization of polynomials;

(I) solutions of quadratic equations; and

(J) solutions of quadratic systems.

(5) Using the computer for topics in geometry.

The student shall be provided opportunities to write programs related to:

(A) perimeter of quadrilaterals and triangles;

(B) area of rectangles, circles, triangles, trapezoids, parallelograms;

(C) classification of angles as acute, right, or obtuse;

(D) volume of a rectangular solid, sphere, right circular cylinder, prism;

(E) similar and congruent triangles;

(F) classification of triangles as equilateral, isosceles, or scalene;

(G) lateral area and total surface area of a right circular cylinder, and surface area of a sphere;

(H) missing sides of right triangles;

(I) collinear points in a coordinate plane;

(J) interior angles of a polygon;

(K) regular and nonregular polygons; and

(L) segments and points dividing segments (midpoint, etc.).

(6) Using the computer for topics in number theory. The student shall be provided opportunities to write programs related to:

(A) prime numbers and relatively prime integers;

(B) perfect, abundant, and deficient numbers;

(C) greatest common divisor and least common multiple;

(D) sorting numbers;

(E) divisibility; and

(F) integral factorization.

(7) Using the computer for topics in probability and statistics. The student shall be provided opportunities to write programs related to:

(A) permutations and combinations;

(B) random numbers; and

(C) mean, median, mode.

(n) Computer mathematics II (one-half to one unit). Computer mathematics II shall include the following essential elements:

(1) Computer structure and design. The student shall be provided opportunities to:

(A) understand internal organization of micro-computers;

(B) use peripherals; and

(C) understand systems integration.

(2) Numeration systems and alphanumeric codes. The student shall be provided opportunities to:

(A) learn the relationship between numeration systems and computing;

(B) understand binary, octal, hexadecimal numeration; and

(C) perform conversions.

(3) Programming languages and procedures. The student shall be provided opportunities to:

(A) understand syntactical requirements;

(B) learn elements of languages such as BASIC, COBOL, FORTRAN, Pascal, etc.;

(C) write structured programs;

(D) interpret file structures;

(E) use data storage and retrieval;

(F) perform manipulation of data;

(G) write sort and search routines;

(H) interpret formatted output; and

(I) write CAI programs.

(4) Using the computer for topics in algebra. The student shall be provided opportunities to write programs in two or more languages (as appropriate) related to:

(A) polynomial equations with rational roots;

(B) $n \times n$ systems of equations;

(C) the binomial theorem;

(D) sequences and series; and

(E) matrix equations.

(5) Using the computer for topics in coordinate geometry. The student shall be provided opportunities to write programs in two or more languages (as appropriate) related to:

(A) translations, rotations, and reflections;

(B) dilations and contractions;

(C) families of lines and curves;

(D) three dimensional coordinate geometry;

and

(E) estimating the value of $\frac{1}{2}$.

(6) Using the computer for topics in probability and statistics. The student shall be provided opportunities to write programs in two or more languages (as appropriate) related to:

(A) permutations;

(B) combinations;

(C) probability experiments-predicting;

(D) graphing data; and

(E) random numbers.

(7) Using the computer for topics in advanced mathematics. The student shall be provided opportunities to write programs in two or more languages (as appropriate) related to:

(A) number theory;

(B) intuitive calculus;

(C) solving triangles by trigonometry; and

(D) vectors.

(8) Using the computer for topics in other content areas. The student shall be provided opportunities to write programs in two or more languages (as appropriate) related to:

(A) topics in science;

(B) topics in economics; and

(C) topics in business.

(o) Probability and statistics (one-half unit). Probability and statistics shall include the following essential elements:

(1) Concepts and skills associated with various counting procedures. The student shall be provided opportunities to:

(A) find permutations;

(B) count combinations; and

(C) apply the Binomial Theorem.

(2) Concepts and skills associated with determining the probability of an event. The student shall be provided opportunities to:

(A) perform probability experiments;

(B) identify independent and dependent events and their probabilities;

(C) construct sample spaces;

(D) investigate randomness in sampling;

(E) determine conditional probability;

(F) apply other probability rules; and

(G) predict outcomes.

(3) Experience with different types of probability distributions. The student shall be provided opportunities to:

(A) construct and interpret frequency distributions;

(B) identify random variables;

(C) determine arithmetic and geometric means;

(D) find standard deviation;

(E) apply Chebyshev's Theorem;

(F) identify continuous and joint distributions;

(G) recognize and interpret the normal curve;

and

(H) use the binomial distribution to find probabilities.

(4) Use of inferential statistics to make decisions or to determine validity. The student shall be provided opportunities to:

(A) apply the theory of sampling; and

(B) test hypotheses.

(p) Calculus (one-half to one unit). Calculus shall include the following essential elements:

(1) Concepts associated with the limit of a function. The student shall be provided opportunities to:

(A) represent limits through geometric interpretations;

(B) apply various limit theorems; and

(C) understand continuity.

(2) Concepts and skills associated with the derivative. The student shall be provided opportunities to:

(A) investigate lines tangent to curves;

(B) derive the formulas for the derivatives from the limit of a function;

(C) use theorems and properties of the derivative;

(D) find maxima and minima;

(E) apply the Mean Value Theorem;

(F) sketch curves; and

(G) use concepts and skills in applications (velocity, acceleration).

(3) Concepts and skills associated with the integral and techniques of integration. The student shall be provided opportunities to:

(A) approximate areas;

(B) describe areas as a limit;

(C) use the Fundamental Theorem of Calculus;

(D) develop and use formulas;

(E) find volumes of revolution by the disk and shell methods;

- (F) work with continuous functions;
- (G) integrate by substitution;
- (H) integrate by parts; and
- (I) apply integral concepts to find fluid pressure, center of mass, etc.

(4) Applications of calculus to special functions.

The student shall be provided opportunities to:

- (A) work with special functions such as:
 - (i) trigonometric functions;
 - (ii) logarithmic functions;
 - (iii) exponential functions; and
 - (iv) functions written in polar coordinates;

and

(B) apply concepts to differential equations.

(5) Concepts and skills associated with infinite series. The student shall be provided opportunities to:

- (A) relate infinite series to integrals;
- (B) investigate properties of infinite series, and
- (C) test for convergence or divergence.

(q) Number theory (an independent study course—one-half unit). Number theory shall include the following essential elements:

(1) Concepts and skills involving the use of integers. The student shall be provided opportunities to:

- (A) understand mathematical induction;
- (B) apply the Sieve of Eratosthenes;
- (C) use the Euclidean algorithm;
- (D) apply the Fundamental Theorem of Arithmetic;

(E) find the number of divisors and the sum of divisors of a given integer;

- (F) find the greatest common divisor; and
- (G) identify perfect numbers.

(2) Concepts and skills relating to primes. The student shall be provided opportunities to:

- (A) identify Pythagorean triples;
- (B) prove there are infinitely many primes;
- (C) investigate Mersenne numbers; and
- (D) find the Euler function of a given integer

(3) Concepts and skills associated with divisibility and congruence. The student shall be provided opportunities to:

- (A) apply the properties of divisibility;
- (B) identify field properties for given modular systems;
- (C) determine a residue system for a given modulus;
- (D) apply Euler's theorem;
- (E) identify Diophantine equations;
- (F) apply Wilson's theorem;
- (G) apply the Chinese remainder theorem; and
- (H) find quadratic congruence

(r) Linear algebra (one-half unit) Linear algebra shall include the following essential elements:

(1) Linear equations and matrices The student shall be provided opportunities to:

- (A) solve linear systems using matrices;
- (B) apply properties of matrix operations, and
- (C) identify the inverse of a matrix.

(2) Determinants. The student shall be provided opportunities to:

- (A) apply definitions and properties;
- (B) use cofactor expansion; and

(C) apply skills.

(3) Vectors and vector spaces. The student shall be provided opportunities to:

- (A) investigate:
 - (i) vectors in the plane;
 - (ii) n -vectors; and
 - (iii) vector spaces and subspaces;
- (B) identify linear independence;
- (C) find the rank of a matrix; and
- (D) work with orthonormal bases in \mathbb{R}^n .

(4) Linear transformations. The student shall be provided opportunities to use linear transformation and matrix representations.

(5) Eigenvalues, Eigenvectors. The student shall be provided opportunities to investigate:

- (A) diagonalization; and
- (B) diagonalization of symmetric matrices.

(6) Applications. The student shall be provided opportunities to apply skills to:

- (A) conic sections and quadric surfaces;
- (B) the theory of games; and
- (C) the Fibonacci sequence.

(s) Linear programming (an independent study course—one-half unit) Linear programming shall include the following essential elements:

(1) Concepts involving mathematical modeling.

The student shall be provided opportunities to:

(A) investigate the objective function, the constraints, and the non-negativity requirement for a given linear programming model; and

(B) graph the constraints, identifying convex and extreme points, the area of feasible solutions, and values of the variables that optimize

(2) Concepts and skills involving the simplex method. The student shall be provided opportunities to:

(A) solve a linear programming model by the simplex method;

(B) use a linear programming production model,

(C) set up linear programming models from problem situations, and

(D) interpret final tableaus for optimal strategies and limiting factors

(3) Variations and applications of the simplex method. The student shall be provided opportunities to:

(A) use segmentation, multiple tableaus, or approximation by a linear function;

(B) use goal programming; and

(C) use linear programming to find solutions to practical situational problems

(t) History of mathematics (an independent study course—one-half unit). History of mathematics shall include the following essential elements:

(1) Historical development of numbers and numerals. The student shall be provided opportunities to:

(A) examine at least two ancient numeration systems,

(B) investigate place-value systems other than ten;

(C) research the origin of zero;

(D) investigate prime and composite numbers and persons associated with their development,

(E) understand rational numbers in fractional and decimal forms;

(F) research persons responsible for proof of the Pythagorean Theorem;

(G) investigate irrational numbers and the persons who researched them; and

(H) investigate complex numbers and their development.

(2) Historical development of methods of computation. The student shall be provided opportunities to:

(A) investigate calculating devices;

(B) examine the capability of various computers, and

(C) investigate the use of logarithms.

(3) Historical development of geometry. The student shall be provided opportunities to:

(A) examine the applications of practical geometry in ancient civilizations;

(B) investigate Euclidean and non-Euclidean geometries,

(C) investigate the golden rectangle and applications,

(D) examine geometry in construction techniques;

(E) research unsolvable construction problems from antiquity;

(F) study regular polyhedrons and their discoverers; and

(G) examine conic sections.

(4) Historical development of algebra. The student shall be provided opportunities to:

(A) contrast algebraic symbols with other symbols meaning the same thing, and research their use;

(B) examine the algebra of ancient civilizations;

(C) identify the contribution of Diophantus of Alexandria, and

(D) investigate persons contributing to the solution of general polynomial equations of the third, fourth, and fifth degrees

(5) Persons associated with modern mathematics. The student shall be provided opportunities to examine 19th or 20th Century mathematicians or both and their contributions

(u) Survey of mathematics (an independent study course—one-half unit) Survey of mathematics shall include the following essential elements:

(1) Concepts and skills involving sets and logic The student shall be provided opportunities to:

(A) investigate relations, equivalence relations, and comparisons of finite and infinite sets;

(B) use truth tables, and

(C) use binary variables to solve logic problems.

(2) Concepts relating to numbers and numerals. The student shall be provided opportunities to:

(A) examine ancient numeration systems; and

(B) apply properties and relationships of subsets of the complex number system.

(3) Concepts relating to probability and statistics. The student shall be provided opportunities to:

(A) use patterns to establish conclusions;

(B) use Pascal's triangle;

(C) determine probability of events;

(D) find measures of central tendency; and

(E) apply the normal distribution curve.

(4) Concepts relating to mathematical systems.

The student shall be provided opportunities to:

(A) explore finite and abstract systems and their operations; and

(B) examine properties of groups and fields.

(5) Concepts relating to numerical trigonometry.

The student shall be provided opportunities to:

(A) solve practical problems involving right triangles using trigonometric ratios, and

(B) solve practical problems involving oblique triangles using the laws of sines and cosines.

(v) Advanced mathematics for business (one-half to one unit). Advanced mathematics for business shall include the following essential elements:

(1) Concepts and skills relating to probability and statistics. The student shall be provided opportunities to:

(A) construct sample spaces;

(B) apply counting principles;

(C) find the probability of simple and compound events;

(D) use the probability function;

(E) determine conditional probability;

(F) use Bayes' formula;

(G) construct frequency distributions;

(H) apply concepts to grouped data;

(I) determine mean, median, mode; and

(J) find and interpret variance and standard deviation.

(2) Concepts relating to random variables and probability functions. The student shall be provided opportunities to:

(A) recognize random variables;

(B) apply probability functions for a finite random variable;

(C) identify Bernoulli random variables;

(D) describe continuous probability distributions;

(E) recognize and interpret standard normal distributions;

(F) find the expected value of a random variable;

(G) determine variance and standard deviation; and

(H) use Chebyshev's inequality.

(3) Concepts and skills associated with linear equations and inequalities. The student shall be provided opportunities to:

(A) study properties of linear equations and inequalities in one and two variables;

(B) work with a rectangular coordinate system;

(C) solve systems of linear equations and inequalities; and

(D) work with matrices.

(4) Concepts relating to linear programming. The student shall be provided opportunities to:

(A) use the geometric approach; and

(B) apply the simplex method.

(5) Concepts and skills relating to finance. The student shall be provided opportunities to:

- (A) determine arithmetic and geometric means;
- (B) find simple and compound interest; and
- (C) determine present and future values of annuities.

(6) Concepts relating to limits. The student shall be provided opportunities to:

- (A) interpret the definition geometrically,
- (B) work with basic theorems;
- (C) determine limits of simple polynomial expressions; and
- (D) find limits of functions requiring a "rationalizing" step.

(7) Concepts and skills associated with derivatives. The student shall be provided opportunities to:

- (A) interpret the definition geometrically;
- (B) work with basic theorems and their applications; and
- (C) use the chain rule.

(8) Concepts and skills associated with integration. The student shall be provided opportunities to:

- (A) determine area by approximation;
- (B) use summation notation and common theorems;
- (C) show area as a limit;
- (D) use the definite integral;
- (E) describe area as an integral; and
- (F) apply basic theorems of integration.

§75.64. Science

(a) Biology I (one unit). Biology I shall be a laboratory-oriented course and shall include the following essential elements:

(A) demonstrate the safe use of biological equipment and selected chemicals; and

(B) prepare display collections of biological specimens

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

- (A) observe plants, animals, and protists in their environment;
- (B) examine biological specimens; and
- (C) recognize patterns in nature.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify plants, animals, protists, and viruses according to similarities and differences

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

- (A) describe biological processes and interactions; and
- (B) explain meaningful arrangements of biological information

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

- (A) measure biological quantities, and
- (B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict the outcome of manipulating a variable; and

(B) deduce a biological hypothesis from experimental data.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

- (A) analyze scale models of DNA and RNA;
- (B) compare and contrast modes of defense used by organisms;
- (C) compare adaptations of organisms to environmental changes; and
- (D) contrast human activities that affect the natural environment

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining digestion, respiration, circulation, reproduction of organisms, and skeletal, nervous, and endocrine systems.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

- (A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in biology; and
- (B) choose an experimental design to test a biological hypothesis.

(10) Application of science in daily life. The student shall be provided opportunities to:

- (A) analyze the economic importance of microbes, plants, and animals;
- (B) evaluate consumer skills as they effect human well-being; and
- (C) evaluate the applications and career implications of biology principles and the findings of research.

(b) Chemistry I (one unit). Chemistry I shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to demonstrate the safe use of chemical laboratory equipment and supplies.

(2) The use of skills of acquiring data through the senses. The student shall be provided opportunities to:

- (A) observe chemical reactions; and
- (B) explore the factors governing the rate of a chemical change.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

- (A) classify chemical reactions of substances according to similarities and differences in properties; and
- (B) sequence a qualitative analysis scheme.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

- (A) describe chemical processes; and
- (B) explain meaningful arrangements of chemical information.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure chemical quantities (reacting mass ratios, reacting volume ratios, effects of catalysts, effects of temperature); and

(B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict an outcome from trends in chemical data using inference, extrapolation, or interpolation; and

(B) formulate a chemical hypothesis.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

(A) compare models of chemical and nuclear reactions;

(B) contrast the chemical properties of materials; and

(C) compare atomic structures of simple elements.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining chemical and nuclear processes.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in a chemistry investigation; and

(B) manage an experimental apparatus to test a chemical hypothesis.

(10) Applications of science in daily life. The student shall be provided opportunities to:

(A) explain the application of chemical and nuclear processes; and

(B) evaluate the applications and career implications of chemistry and nuclear principles and the findings of research.

(c) **Physics I (one unit).** Physics I shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to demonstrate the safe use of physics laboratory equipment and supplies

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to observe physics phenomena.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

(A) classify physical interactions according to similarities; and

(B) sequence a physics investigation.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe physical processes.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure physical quantities; and

(B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict the outcome of a physics investigation from trends in data using inference, extrapolation, or interpolation; and

(B) deduce a physics hypothesis from cause-and-effect relationships.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

(A) evaluate scale models of vector problems,

(B) compare the functions of electronic circuits; and

(C) compare the electrical efficiency of appliances.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining physics processes.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in physics; and

(B) choose an experimental design to test an hypothesis in physics.

(10) Application of science in daily life. The student shall be provided opportunities to:

(A) apply principles of physics to an investigation; and

(B) evaluate the applications and career implications of physics principles and the findings of research

(d) **Physical science (one unit)** Physical science shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to demonstrate the safe use of physical science laboratory equipment and selected chemicals.

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

(A) observe physical and chemical properties of matter;

(B) observe the effects of forces on matter; and

(C) explore magnetic and electrical interactions

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify chemicals according to similarities of properties

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

(A) describe physical and chemical interactions; and

(B) discuss the factors that affect the motions of objects.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure physical and chemical quantities;
and

(B) plot data on graphs and other displays

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) formulate a physical science hypothesis;

and

(B) predict the outcome of a physical science activity from trends in data using inference, extrapolation, or interpolation.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

(A) compare models of atoms and machines;

(B) compare and contrast chemicals according to their properties, and

(C) compare objects according to their properties.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining precipitation, acidbase indicators, force meters, electroscopes, and simple machines.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in physical science investigations; and

(B) manage an experimental apparatus to test a physical science hypothesis

(10) Application of science in daily life. The student shall be provided opportunities to:

(A) analyze the use of chemicals in everyday activities of the home and industry;

(B) apply alternative sources of energy to work; and

(C) evaluate the applications and career implications of physical science principles and the findings of research.

(e) **Biology II (one unit)** Biology II shall be a laboratory-oriented course and shall include the following essential elements:

(1) **Manipulative laboratory skills** The student shall be provided opportunities to demonstrate the safe use of biological equipment and chemicals

(2) **The use of skills in acquiring data through the senses** The student shall be provided opportunities to:

(A) observe complex biological phenomena;

and

(B) explore biological processes

(3) **The use of classification skills in ordering and sequencing data** The student shall be provided opportunities to:

(A) classify biological organisms according to similarities, and

(B) sequence a biological investigation.

(4) **Experience in oral and written communication of data in appropriate form** The student shall be provided opportunities to explain complex biological processes.

(5) **Experience in concepts and skills of measurement using relationships to standards.** The student shall be provided opportunities to:

(A) measure biological data; and

(B) plot data on graphs and displays.

(6) **The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements.** The student shall be provided opportunities to:

(A) predict the outcome of a biological activity using trends in data; and

(B) formulate a biological hypothesis.

(7) **Experience in skills in relating objects and events to other objects and events.** The student shall be provided opportunities to:

(A) analyze growth rates under varied conditions;

(B) compare biological functions in selected organisms; and

(C) compare adaptations of organisms to environmental changes.

(8) **Experience in applying defined terms based on observations.** The student shall be provided opportunities to clarify operational definitions used in explaining advanced-level biological principles.

(9) **Experience in identifying and manipulating the conditions of investigations.** The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in advanced-level biology; and

(B) manage an experimental design to test an advanced-level biological hypothesis.

(10) **Application of science in daily life.** The student shall be provided opportunities to:

(A) apply biological principles to medical science and to technology; and

(B) evaluate the applications and career implications of biology principles and the findings of research.

(f) **Physiology and anatomy (one-half to one unit).** Physiology and anatomy shall be a laboratory-oriented course and shall include the following essential elements:

(1) **Manipulative laboratory skills** The student shall be provided opportunities to:

(A) demonstrate the safe use of laboratory chemicals and equipment; and

(B) demonstrate laboratory techniques of preparing dry- and wet-mount slides.

(2) **The use of skills in acquiring data through the senses.** The student shall be provided opportunities to:

(A) observe anatomical structures; and

(B) examine physiological systems.

(3) **The use of classification skills in ordering and sequencing data** The student shall be provided opportunities to classify anatomical structures according to their physiological functions.

(4) **Experience in oral and written communication of data in appropriate form.** The student shall be provided opportunities to:

(A) describe the physiological functions of selected anatomical structures; and

(B) explain the organization of body function.

(5) Experience in concepts and skills using relationships to a standard. The student shall be provided opportunities to:

- (A) measure experimental data (mass and volume of specimens); and
- (B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

- (A) predict outcomes of physiology and anatomy functions using inferences; and
- (B) deduce a physiological inference.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to compare anatomical structures to physiological functions

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in describing physiological systems

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

- (A) identify the variables held constant, the variables being manipulated, and the variables responding in an investigation in physiology and anatomy; and
- (B) manage an experimental design to test an hypothesis in physiology and anatomy.

(10) Application of science in daily life. The student shall be provided opportunities to.

- (A) apply the principles of physiology to human health and well-being; and
- (B) evaluate the applications and career implications of physiology and anatomy principles and the findings of research.

(g) Chemistry II (one unit). Chemistry II shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to:

- (A) demonstrate the safe use of advanced-level chemistry laboratory equipment and supplies; and
- (B) demonstrate advanced-level chemistry laboratory techniques.

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

- (A) observe advanced-level chemical reactions; and
- (B) explore advanced-level chemical reaction rates.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

- (A) classify advanced-level chemical reactions according to similarities and differences, and
- (B) sequence a chemical investigation.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

- (A) describe advanced-level chemical reactions and their stoichiometry; and
- (B) explain chemical reactions and kinetics.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

- (A) measure advanced-level chemical quantities, and
- (B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict an outcome of a chemical investigation from trends in data using inference, extrapolation, or interpolation.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

- (A) compare models of chemical and nuclear reactions; and
- (B) evaluate chemical reaction rates under varied conditions.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining advanced-level chemical and nuclear processes.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

- (A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in advanced-level chemistry; and

(B) manage an experimental design to test an advanced-level chemical hypothesis.

(10) Application of science in daily life. The student shall be provided opportunities to

- (A) explain the applications of chemical and nuclear processes; and
- (B) evaluate the applications and career implications of chemistry and nuclear principles and the findings of research

(h) Physics II (one unit) Physics II shall be a laboratory-oriented course and shall include the following essential elements.

(1) Manipulative laboratory skills. The student shall be provided opportunities to.

- (A) demonstrate the safe use of advanced-level physics laboratory equipment and supplies, and
- (B) demonstrate advanced-level physics laboratory techniques

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

- (A) observe advanced-level physics reactions; and
- (B) examine advanced-level physics processes.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

- (A) classify advanced-level physics actions, according to similarities and differences; and
- (B) sequence an advanced-level physics investigation.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe advanced-level physics processes.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure advanced-level physics quantities; and

(B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict the outcome of a physics activity using trends in data; and

(B) formulate a physics hypothesis.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

(A) compare physical interactions under varied conditions; and

(B) evaluate the electrical efficiency of machines.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to demonstrate the use of operational definitions in explaining advanced-level physics processes.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in advanced-level physics; and

(B) develop and analyze an experimental design to test an advanced-level physics hypothesis.

(10) Application of science in daily life. The student shall be provided opportunities to evaluate the applications and career implications of physics principles and the findings of research.

(i) Geology (one-half to one unit). Geology shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to:

(A) demonstrate the safe use of geologic equipment and supplies; and

(B) demonstrate field/laboratory techniques of using goggles and selected chemicals in testing minerals.

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

(A) observe geological structures (anticline, syncline, faults); and

(B) examine earth materials.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

(A) classify earth materials, structures, and phenomena according to similarities and differences in crystal structure, cleavage, and chemical structure; and

(B) sequence a geological investigation.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe earth materials and geologic structures.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure geological quantities; and

(B) plot data on graphs, maps, and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict the outcome of a geological investigation from trends in data using inferences, extrapolation, or interpolation; and

(B) formulate a geological hypothesis

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

(A) compare scale models of geological structures;

(B) contrast the properties of minerals and fossils; and

(C) compare geologic time in relation to life forms and events

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining geological processes

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in geology, and

(B) choose an experimental design to test a geological hypothesis

(10) Application of science in daily life. The student shall be provided opportunities to evaluate the applications and career implications of geology principles and the findings of research

(j) Meteorology (one-half to one unit). Meteorology shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to demonstrate the safe use of meteorological field/laboratory apparatus

(2) The use of skills of acquiring data through the senses. The student shall be provided opportunities to:

(A) observe meteorological phenomena, and

(B) examine meteorological data

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to classify meteorological conditions according to similarities and differences

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

(A) describe meteorological conditions and types of weather associated with them; and

(B) describe the factors that influence weather.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure meteorological conditions (temperature, humidity, pressure),

- (B) place symbols on weather maps, and
- (C) plot data on graphs and other displays.
- (6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:
 - (A) predict the outcome of a meteorological activity from trends in data using inferences, extrapolation, or interpolation, and
 - (B) formulate a meteorologic hypothesis.
- (7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to contrast and compare models of meteorological conditions and patterns
- (8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining meteorological processes.
- (9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:
 - (A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in meteorology, and
 - (B) manage an experimental design to test a meteorologic hypothesis
- (10) Applications of science in daily life. The student shall be provided opportunities to evaluate the applications and career implications of meteorology principles and the findings of research
- (k) Astronomy (one-half to one unit) Astronomy shall be a laboratory-oriented course and shall include the following essential elements
 - (1) Manipulative laboratory skills The student shall be provided opportunities to demonstrate the safe use of astronomical laboratory equipment.
 - (2) The use of skills in acquiring data through the senses The student shall be provided opportunities to:
 - (A) observe astronomical objects; and
 - (B) examine astronomical motions.
 - (3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:
 - (A) classify astronomical objects according to similarities and differences, and
 - (B) organize astronomical data into meaningful form
 - (4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:
 - (A) describe astronomical objects; and
 - (B) describe the theories of the formation of the solar system and the universe.
 - (5) Experience in concepts and skills of measurement using relationships to standards The student shall be provided opportunities to:
 - (A) measure astronomical quantities; and
 - (B) plot data on graphs and other displays.
 - (6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:
 - (A) predict the outcome of an astronomical activity from trends in data using inferences; and
 - (B) formulate an astronomical hypothesis.

- (7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to construct and compare models of astronomical objects
- (8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions in explaining astronomical cycles and processes.
- (9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:
 - (A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in astronomy; and
 - (B) identify an experimental design to test an astronomical hypothesis.
- (10) Application of science in daily life. The student shall be provided opportunities to:
 - (A) analyze the applications and benefits derived from the space program; and
 - (B) evaluate the applications and career implications of astronomy principles and the findings of research.
- (l) Marine science (one-half to one unit). Marine science shall be a laboratory-oriented course and shall include the following essential elements:
 - (1) Manipulative laboratory skills. The student shall be provided opportunities to:
 - (A) demonstrate the safe use of oceanographic laboratory/field equipment; and
 - (B) demonstrate laboratory/field techniques of investigation in marine science.
 - (2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:
 - (A) observe marine organisms; and
 - (B) explore selected cycles found in marine environments
 - (3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:
 - (A) classify marine organisms according to similarities and differences; and
 - (B) sequence a marine science investigation.
 - (4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to describe marine science processes and ecological patterns.
 - (5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:
 - (A) measure marine science data; and
 - (B) plot data on graphs and other displays.
 - (6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:
 - (A) predict an outcome of a marine science activity using inference; and
 - (B) formulate a marine science hypothesis.
 - (7) Experience in skills in relating objects and events to other objects and events The student shall be provided opportunities to:
 - (A) compare biological processes in selected marine organisms;

(B) evaluate the impact that oil spills have on intertidal environments; and

(C) compare geologic time in relation to life forms and events

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining marine science principles.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in marine science; and

(B) choose an experimental design to test an hypothesis in marine science.

(10) Application of science in daily life. The student shall be provided opportunities to evaluate the applications and career implications of marine science principles and the findings of research.

(m) Environmental science (one-half to one unit). Environmental science shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to:

(A) demonstrate the safe use of environmental science laboratory/field equipment; and

(B) demonstrate proper laboratory/field techniques in environmental science.

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

(A) observe food webs, chains, and pyramids in the environment, and

(B) examine environmental science principles.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

(A) classify environmental science objects, actions, or events according to similarities and differences; and

(B) sequence an environmental science investigation.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

(A) describe the effects of pollutants on the ecological balance; and

(B) interpret long term effects of the use of insecticides

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure environmental science quantities; and

(B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to predict an outcome of an environmental science activity from trends in data

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

(A) compare environmental populations under varying conditions; and

(B) contrast the factors that influence the current supply of natural resources.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify operational definitions used in explaining environmental science principles.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:

(A) identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in environmental science; and

(B) choose an experimental design to test an hypothesis in environmental science.

(10) Application of science in daily life. The student shall be provided opportunities to:

(A) analyze human dependence on the environment; and

(B) evaluate the applications and career implications of environmental science principles and the findings of research.

(n) Laboratory management (one-half to one unit). Laboratory management shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to:

(A) demonstrate the safe use of laboratory chemicals and equipment; and

(B) demonstrate proper investigative laboratory techniques.

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

(A) observe student laboratory activities; and

(B) study safety hazards encountered by students and methods of eliminating the hazards.

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

(A) classify student manipulative equipment and supplies according to similarities and differences; and

(B) sequence a student laboratory activity.

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:

(A) communicate laboratory and safety directions; and

(B) interpret meaningful arrangements of student data.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) quantify student laboratory information; and

(B) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict the outcome of student activities from trends in data; and

(B) formulate a student hypothesis from a laboratory investigation.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to compare and contrast student data.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to clarify the operational definitions used in explaining laboratory procedures.

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to identify the variables remaining constant, the variables being manipulated, and the variables responding in a laboratory investigation.

(10) Application of science in daily life. The student shall be provided opportunities to

(A) apply skills of laboratory management, and

(B) evaluate the applications and career implications of laboratory management principles and the findings of research.

(o) General biology (one unit) General biology shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative skills. The student shall be provided opportunities to

(A) acquire competencies essential for handling selected materials in the environment to accomplish personal goals,

(B) acquire competencies in the use of materials applicable to a variety of biology-related careers (medical apparatus),

(C) develop skills essential for using and maintaining the technological materials and devices encountered as a consumer;

(D) acquire skills that provide healthy recreational and avocational activities, and

(E) develop skills in utilizing materials and devices in a manner that minimizes danger to self and to society and maintains an acceptable level of erosion of the environment (safety, conservation).

(2) Rational thinking skills in science. The student shall be provided opportunities to:

(A) organize thought processes to accomplish goals (applications of genetics),

(B) evaluate career choices (medical-, horticulture-, animal husbandry-related careers) and prerequisites,

(C) evaluate endorsements, advertisements, products, and services (food, nutrition, medicine, apparel),

(D) make logical decisions concerning the wise use of leisure time and materials (gardening, pet care); and

(E) adjust constructively to variations in needs resulting from individual differences that exist both within and among cultures in a healthy society.

(3) Science knowledge. The student shall be provided opportunities to

(A) discuss biological information to maintain mental and physical health to achieve fulfillment in the environment (human diseases: prevention, symptoms, and treatment);

(B) evaluate information concerning the kinds of biology-related careers available and the prerequisites

for a variety of possible career choices (health, horticulture-related careers);

(C) use biological principles and concepts to make reasonable technological applications to the materials and devices encountered in daily life,

(D) develop and pursue personal interests during free time (bee keeping, gardening, bird watching); and

(E) identify information concerning the interactions of science, technology, and society from an historical and contemporary perspective.

(4) Applications of science. The student shall be provided opportunities to

(A) develop belief and confidence in self to control part of the environment,

(B) perceive biology-related career choices as being of value to self and society,

(C) consider the consequences of personal actions (pollution, health habits),

(D) develop a sense of personal worth in doing things for personal pleasure as well as in doing for others (health volunteer, community volunteer), and

(E) acquire awareness and a sense of desirability of applying biology knowledge in a manner that results in optimum benefit for people.

(p) General physical science (one unit) General physical science shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative skills. The student shall be provided opportunities to

(A) acquire competencies essential for handling selected materials to accomplish personal goals,

(B) acquire competencies in the use of materials applicable to a variety of physics and chemistry careers (technicians, skilled trades),

(C) develop skills essential for using and maintaining the technological materials and devices encountered as a consumer,

(D) acquire physics- and chemistry-related skills that provide enjoyment in recreational and avocational activities, and

(E) develop skills in using materials and devices in a manner that minimizes danger to self and to society and maintains an acceptable level of erosion of the environment (safety practices, waste disposal).

(2) Rational thinking skills in science. The student shall be provided opportunities to

(A) organize thought processes to accomplish goals (applications of electronics, photography);

(B) evaluate physics and chemistry career choices and prerequisites,

(C) evaluate endorsements, advertisements, products, and services (photography equipment, electronic equipment, and appliances),

(D) make logical decisions concerning the wise use of leisure time and materials (amateur radio, model aircraft); and

(E) adjust constructively to variations in needs resulting from individual differences that exist both within and among cultures in a healthy society.

(3) Science knowledge. The student shall be provided opportunities to:

(A) discuss scientific information needed to maintain mental and physical health to achieve fulfillment in the environment;

(B) evaluate information concerning the kinds of physics- and chemistry-related careers available and their prerequisites;

(C) use physics and chemistry principles and concepts to make reasonable technological applications to the materials and devices encountered in daily life (appliances, modes of transportation, sporting equipment);

(D) develop physical science knowledge and pursuit of personal interests during free time (model building, home maintenance); and

(E) identify information concerning the interactions of science, technology, and society from an historical and contemporary perspective.

(4) Applications of science. The student shall be provided opportunities to:

(A) develop belief and confidence in self to control part of the environment;

(B) perceive physics- and chemistry-related career choices as being of value to self and society (technician, skilled trades);

(C) consider the consequences of personal actions (safety, chemical disposal);

(D) develop a sense of personal worth in doing things for pleasure as well as in doing for others (hobbies); and

(E) acquire awareness and a sense of desirability of applying scientific knowledge in a manner that results in optimum benefit for people (energy sources, conservation).

(q) Aerospace-aviation education I (ground school—one-half to one unit). Aerospace-aviation education I shall be a laboratory-oriented course and shall include the following essential elements

(1) Manipulative laboratory skills. The student shall be provided opportunities to

(A) demonstrate the safe use of equipment and materials; and

(B) demonstrate investigative procedures and techniques

(2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:

(A) observe aerospace phenomena that occur in ordinary flight,

(B) explore factors that affect a science process used in flight; and

(C) observe the different physical forms of aircraft

(3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:

(A) classify flight instruments; and

(B) classify aircraft function by their physical form

(4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to

(A) describe the differing power plants used in aircraft,

(B) describe the application of vectors used in navigation; and

(C) describe the effects of the control surfaces on the motion of the aircraft.

(5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:

(A) measure the effects of different load placements;

(B) measure navigational properties (air speed, ground speed, azimuth); and

(C) plot data on graphs and other displays.

(6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:

(A) predict time of flight for a trip;

(B) predict the fuel consumption per hour;

(C) predict the outcome of a control movement; and

(D) predict wind vector, drift, heading, and speed determinations.

(7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:

(A) analyze scale model of aircraft;

(B) compare subsonic flight to supersonic flight; and

(C) contrast the types of cabin instruments.

(8) Experience in applying defined terms based on observations. The student shall be provided opportunities to:

(A) clarify aircraft maneuvers using operational definitions; and

(B) demonstrate the use of electronic communication in aircraft

(9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to identify the variables remaining constant, the variables being manipulated, and the variables responding in an investigation in aerospace-aviation education.

(10) Application of science in daily life. The student shall be provided opportunities to:

(A) evaluate the design of different aircraft for differing applications;

(B) analyze the effect of speed and load on fuel consumption rate;

(C) evaluate the applications of power plant and airframe research in aircraft capabilities; and

(D) evaluate the applications and career implications of aerospace-aviation principles and the findings of research.

(r) Aerospace-aviation education II (advanced academic classroom laboratory and flight experience—one-half to one unit). Aerospace-aviation education II shall be a laboratory-oriented course and shall include the following essential elements:

(1) Manipulative laboratory skills. The student shall be provided opportunities to:

(A) demonstrate the safe use of advanced-level equipment and materials;

(B) demonstrate advanced-level investigative procedures and techniques; and

(C) demonstrate knowledge of F.A.A. regulations.

- (2) The use of skills in acquiring data through the senses. The student shall be provided opportunities to:
- (A) observe aerospace and meteorological phenomena; and
 - (B) explore aerodynamic theories;
 - (C) observe the different types of cabin instruments; and
 - (D) explore maneuver analysis.
- (3) The use of classification skills in ordering and sequencing data. The student shall be provided opportunities to:
- (A) classify problems of air navigation; and
 - (B) classify communication systems.
- (4) Experience in oral and written communication of data in appropriate form. The student shall be provided opportunities to:
- (A) describe emergency procedures;
 - (B) describe air traffic patterns; and
 - (C) contrast the effects of meteorological conditions.
- (5) Experience in concepts and skills of measurement using relationships to standards. The student shall be provided opportunities to:
- (A) identify the science principles used in selected instruments; and
 - (B) measure aerodynamic characteristics of differing airframes.
- (6) The use of skills in drawing logical inferences, predicting outcomes, and forming generalized statements. The student shall be provided opportunities to:
- (A) analyze meteorologic maps for trip planning;
 - (B) plot data on graphs and charts; and
 - (C) predict fuel consumption considering load, air speed, and aircraft design.
- (7) Experience in skills in relating objects and events to other objects and events. The student shall be provided opportunities to:
- (A) contrast output of various aircraft power plants;
 - (B) compare instrument settings for various geographical locations;
 - (C) analyze radio navigation systems; and
 - (D) contrast takeoffs and landings on various strip surfaces
- (8) Experience in applying defined terms based on observations. The student shall be provided opportunities to:
- (A) clarify instrumentation applications using operational definitions;
 - (B) demonstrate aircraft maneuvers using operational definitions; and
 - (C) demonstrate or simulate cross-country flight.
- (9) Experience in identifying and manipulating the conditions of investigations. The student shall be provided opportunities to:
- (A) identify the variables remaining constant, the variables being manipulated, and the variables responding in aerospace-aviation investigations; and
 - (B) manage an experimental apparatus to test an aerospace aviation hypothesis.

- (10) Application of science in daily life. The student shall be provided opportunities to:
- (A) evaluate recovery procedures from unusual altitudes;
 - (B) analyze maximum performance takeoffs and climbs;
 - (C) evaluate precision approaches to airfields;
 - (D) evaluate the procedure for obtaining assistance via radio; and
 - (E) evaluate the applications and career implications of aerospace-aviation principles and the findings of research.

§75.65. Health.

- (a) Health education I (one-half unit). Health education I shall include the following essential elements:
- (1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:
 - (A) understand the care of body systems and their functions;
 - (B) relate personal behavior to wellness;
 - (C) develop patterns of food selection that contribute to wellness;
 - (D) demonstrate responsible behavior concerning alcohol, tobacco, and other drugs;
 - (E) exhibit skills in accident prevention, injury control, and emergency action;
 - (F) understand responsible behavior and the interrelationship of diet, exercise, rest, and recreation; and
 - (G) identify components of a comprehensive accident prevention program.
 - (2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:
 - (A) analyze messages of advertising for health products and services;
 - (B) investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases, including sexually transmitted diseases;
 - (C) demonstrate responsible behavior in prevention and control of diseases and promotion of health; and
 - (D) demonstrate knowledge of the fundamentals of emergency care for persons choking or not breathing.
 - (3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:
 - (A) recognize that an environment in ecological balance enhances personal well-being;
 - (B) be aware of community health resources and activities;
 - (C) identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases;
 - (D) describe the wide range of resources designed to protect and promote the well-being of people; and
 - (E) investigate current health issues
- (b) Health education II (one-half unit). Health education II shall include the following essential elements:

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

- (A) emphasize health as a personal priority;
- (B) practice critical thinking and rational problem solving;
- (C) relate personal health to personal, educational, and professional achievement;
- (D) investigate current health and safety issues, and
- (E) recognize the roles of health and safety occupations in society.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

- (A) use a systematic approach to acquire health information;
- (B) improve skills in assessment of the value of health products and services;
- (C) relate giving and receiving love and maintaining friendships to consideration for the well-being of others and to personal well-being;
- (D) project the effects of personal choices on the quality of life, now and in the future;
- (E) demonstrate skills in first aid and aid to persons choking or not breathing; and
- (F) understand aging, suicide, death, and dying.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

- (A) describe the wide range of resources designed to protect and promote the well-being of groups of people;
- (B) use systematically acquired, comprehensive health information while making choices that affect personal health and the health of society; and
- (C) identify the roles of individuals, the family, community health departments, and the medical profession in controlling sexually transmitted diseases.

§75.66 Physical Education

(a) Physical education I and II (one-half to one unit) Physical education I and II shall include the following essential elements:

(1) Knowledge and motor skills basic to efficient movement. The student shall be provided opportunities to:

- (A) analyze, review, and improve movement skills basic to the activity being taught;
- (B) practice efficient movement; and
- (C) improve skills necessary for successful participation in physical activities.

(2) Rules, knowledge, and skills basic to proficient participation in physical recreation activities and individual, dual, and team sports. The student shall be provided opportunities to:

- (A) participate in voluntary intramural sports;
- (B) learn skills, rules, strategies, officiating techniques, protocol, and safety practices appropriate to individual, dual, and team sports; and
- (C) continue development and practice of behavior of good sportsmanship.

(3) Motivation and development of a high level of knowledge and fitness and the ability to maintain this level. The student shall be provided opportunities to:

- (A) participate daily in fitness and conditioning activities that develop total fitness; and
- (B) participate in physical fitness testing and appraisal.

(4) Knowledge and skills for leisure and lifetime sports activities. The student shall be provided opportunities to:

- (A) learn physical recreational and leisure time use of resources available in the community; and
- (B) participate in varied physical activities that could be continued throughout life.

(b) Physical education III and IV (one-half to one unit). Physical education III and IV shall include the following essential elements:

(1) Knowledge and motor skills basic to efficient movement. The student shall be provided opportunities to develop advanced skills for safe and successful participation in individual and team sports.

(2) Motivation, skills, and related conditioning activities for physical fitness. The student shall be provided opportunities to continue development, maintenance, and understanding of physical fitness.

(3) Knowledge and skills for leisure and lifetime sports activities. The student shall be provided opportunities to:

- (A) develop skills in family and physical recreation activities;
- (B) gain skill in individual, dual, and team sports; and
- (C) participate in a program planned to meet a wide range of individual interests.

§75.67 Fine Arts.

(a) Art I (one-half to one unit) Art I shall include the following essential elements:

(1) Awareness and sensitivity to natural and man-made environments. The student shall be provided opportunities to:

- (A) examine a variety of objects;
- (B) explore elements (line, value, texture, color, form, and space); and
- (C) apply principles (unity, emphasis, balance, variety, movement, and proportion)

(2) Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to:

- (A) design, develop, and create original artworks; and
- (B) work in art areas of design, drawing, painting, printmaking, and sculpture

(3) Understanding and appreciation of self and others through art culture and heritage. The student shall be provided opportunities to:

- (A) appreciate art (contemporary and of the past); and
- (B) see art and artists (visitations and visuals).

(4) Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to:

- (A) evaluate artwork of students and major artists; and

- (B) apply aesthetic judgments.
- (b) Art II (one-half to one unit). Art II shall include the following essential elements:
 - (1) Awareness and sensitivity to natural and man-made environments. The student shall be provided opportunities to:
 - (A) examine a variety of objects;
 - (B) explore elements (line, value, texture, color, form, and space); and
 - (C) apply principles (unity, emphasis, balance, variety, movement, and proportion).
 - (2) Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to:
 - (A) design, develop, and create original artworks; and
 - (B) select from the following art areas:
 - (i) drawing;
 - (ii) painting;
 - (iii) printmaking;
 - (iv) fibers;
 - (v) ceramics;
 - (vi) sculpture;
 - (vii) jewelry; and
 - (viii) photography/film-making.
 - (3) Understanding and appreciation of self and others through art culture and heritage. The student shall be provided opportunities to:
 - (A) appreciate art (contemporary and of the past); and
 - (B) see art and artists (visitations and visuals).
 - (4) Aesthetic growth in art through visual discrimination and judgment. The student shall be provided opportunities to:
 - (A) evaluate artwork of students and major artists; and
 - (B) apply aesthetic judgments.
- (c) Art III (one-half to one unit) Art III shall include the following essential elements:
 - (1) Awareness and sensitivity to natural and man-made environments. The student shall be provided opportunities to:
 - (A) examine a variety of objects;
 - (B) explore elements (line, value, texture, color, form, and space), and
 - (C) apply principles (unity, emphasis, balance, variety, movement, and proportion).
 - (2) Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to:
 - (A) design, develop, and create original artworks; and
 - (B) select from the following art areas:
 - (i) drawing;
 - (ii) painting;
 - (iii) printmaking;
 - (iv) fibers;
 - (v) art appreciation/history;
 - (vi) ceramics;
 - (vii) sculpture;
 - (viii) jewelry;
 - (ix) commercial art; and
 - (x) photography/film-making.

- (3) Understanding and appreciation of self and others through art culture and heritage. The student shall be provided opportunities to:
 - (A) examine art history (contemporary and of the past); and
 - (B) see art and artists (visuals and visitations).
- (4) Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to:
 - (A) evaluate artwork of students and major artists; and
 - (B) apply aesthetic judgments.
- (d) Art IV (one-half to one unit) Art IV shall include the following essential elements:
 - (1) Awareness and sensitivity to natural and man-made environments. The student shall be provided opportunities to:
 - (A) examine a variety of objects,
 - (B) explore elements (line, value, texture, color, form, and space); and
 - (C) apply principles (unity, emphasis, balance, variety, movement, and proportion).
 - (2) Inventive and imaginative expression through art materials and tools. The student shall be provided opportunities to:
 - (A) explore individual directions through the design, development, and creation of original artworks;
 - (B) select from the following art areas:
 - (i) drawing;
 - (ii) painting;
 - (iii) printmaking;
 - (iv) fibers;
 - (v) ceramics;
 - (vi) sculpture;
 - (vii) jewelry;
 - (viii) commercial art; and
 - (ix) photography/film-making; and
 - (C) prepare for professional development.
 - (3) Understanding and appreciation of self and others through art culture and heritage. The student shall be provided opportunities to:
 - (A) examine art history (contemporary and of the past);
 - (B) see art and artists (visuals and visitations); and
 - (C) explore art careers.
 - (4) Aesthetic growth through visual discrimination and judgment. The student shall be provided opportunities to:
 - (A) evaluate artwork; and
 - (B) apply art criticism.
- (e) Theatre arts I (one-half to one unit). Theatre arts I shall include the following essential elements:
 - (1) Expressive use of the body and voice. The student shall be provided opportunities to:
 - (A) develop relaxation and preparatory techniques;
 - (B) utilize pantomime,
 - (C) practice stage movement; and
 - (D) develop voice and diction.
 - (2) Acting concepts and skills. The student shall be provided opportunities to:
 - (A) utilize improvisation;

- (B) understand dramatic structure;
 - (C) analyze and interpret scripts; and
 - (D) analyze and interpret characters.
- (3) Theatre production concepts and skills. The student shall be provided opportunities to:
- (A) recognize the interdependence of all theatrical elements, and
 - (B) explore technical theatre
- (4) Aesthetic growth through appreciation of the-
atrical events. The student shall be provided oppor-
tunities to
- (A) develop an appreciation of theatre;
 - (B) practice audience etiquette;
 - (C) attend live theatrical events; and
 - (D) analyze and evaluate theatrical experi-
ences.

(l) Theatre arts II, III, IV (scope and sequence to
be determined locally) (one-half to one unit). Theatre arts
II, III, IV shall include the following essential elements:

- (1) Acting concepts and skills. The student shall
be provided opportunities to
- (A) utilize advanced characterization,
 - (B) explore classical production styles,
 - (C) explore contemporary production styles,
- and
- (D) recognize career opportunities.

(2) Theatre production concepts and skills. The
student shall be provided opportunities to:

- (A) explore specialized theatrical styles (mime,
dance drama, theatre for children, musical theatre, pup-
petry, masked theatre, radio, television, film),
- (B) develop directing techniques,
- (C) develop playwriting techniques, and
- (D) recognize career opportunities

(3) Aesthetic growth through appreciation of the-
atrical events. The student shall be provided opportunities
to:

- (A) attend live theatrical events, and
- (B) analyze and evaluate theatrical experi-
ences.

(g) Technical theatre I, II (scope and sequence to
be determined locally) (one-half to one unit). Technical
theatre I, II shall include the following essential elements:

(1) Theatre production concepts and skills. The
student shall be provided opportunities to:

- (A) develop stagecraft skills,
- (B) practice theatre safety,
- (C) explore scenery,
- (D) explore properties,
- (E) explore lighting,
- (F) explore costumes,
- (G) explore makeup;
- (H) explore sound;
- (I) explore public relations;
- (J) research and design, and
- (K) recognize career opportunities.

(2) Aesthetic growth through appreciation of the-
atrical events. The student shall be provided opportunities
to:

- (A) attend live theatrical events, and
- (B) analyze and evaluate theatrical experi-
ences.

(h) Theatre production I, II, III, IV (one-half to
one unit). Theatre production I, II, III, IV shall include
the following essential elements:

(1) Acting concepts and skills. The student shall
be provided opportunities to:

- (A) audition;
- (B) rehearse;
- (C) perform in public; and
- (D) recognize career opportunities.

(2) Theatre production concepts and skills. The
student shall be provided opportunities to:

- (A) research and design;
- (B) work on technical crews;
- (C) perform in public,
- (D) participate in strike of set, lights, etc.;
- (E) recognize career opportunities; and
- (F) practice theatre safety

(3) Aesthetic growth through appreciation of the-
atrical events. The student shall be provided opportunities
to:

- (A) develop an appreciation of theatre;
- (B) practice audience etiquette,
- (C) attend live theatrical events; and
- (D) analyze and evaluate theatrical experi-
ences.

(i) Band I, II, III, IV (one-half to one unit). Band
I, II, III, IV shall include the following essential elements:

(1) Mental and physical discipline. The student
shall be provided opportunities to:

- (A) develop powers of concentration;
- (B) memorize music,
- (C) prepare and practice individual parts;
- (D) develop self- and group-disciplines; and
- (E) memorize marching drills (if offered).

(2) Citizenship through group endeavor. The stu-
dent shall be provided opportunities to:

- (A) develop leadership abilities,
- (B) develop responsibility;
- (C) develop ability to cooperate with others
and to work as a team member; and
- (D) develop diligence

(3) Physical conditioning. The student shall be
provided opportunities to:

- (A) develop strength, stamina, and endurance,
- and
- (B) develop coordination

(4) Cultural growth. The student shall be pro-
vided opportunities to attain a knowledge of music history
and band literature through performance

(5) Ability to make musical value judgments
through critical listening. The student shall be provided
opportunities to recognize quality of sound, pitch, style,
tempo, rhythm, blend, balance, phrasing, dynamics, and
articulation.

(6) Music theory. The student shall be provided
opportunities to:

- (A) know and use note values and rests;
 - (B) know and use keys, key signatures, and
scales;
 - (C) know and use musical terms, signs, and
symbols;
 - (E) recognize and tune intervals and harmony;
- and

- (E) train the ear.
- (7) Proper instrumental technique. The student shall be provided opportunities to:
 - (A) care for the instrument;
 - (B) assume correct posture and playing position;
 - (C) develop the embouchure;
 - (D) develop good tone;
 - (E) breathe properly;
 - (F) develop technical proficiency (fingering, articulation, etc.); and
 - (G) develop rhythmic skills.
- (8) Creative self-expression. The student shall be provided opportunities to:
 - (A) express oneself in every performance experience; and
 - (B) explore careers.
- (j) Orchestra I, II, III, IV (one-half to one unit). Orchestra I, II, III, IV shall include the following essential elements:
 - (1) Care and handling of instruments. The student shall be provided opportunities to minimize damage through proper techniques of storage, transportation, and preparation for use.
 - (2) Posture and playing position. The student shall be provided opportunities to assume correct posture and playing position while sitting or standing and at rest.
 - (3) Instrumental technique. The student shall be provided opportunities to:
 - (A) develop tone and intonation;
 - (B) develop right and left hand techniques;
 - (C) develop rhythmic skills;
 - (D) develop ability to phrase musically;
 - (E) develop dynamic control;
 - (F) develop breath control; and
 - (G) develop articulation.
 - (4) Music reading skills. The student shall be provided opportunities to:
 - (A) develop eye-hand coordination; and
 - (B) interpret in actual sound musical symbols and terms from the printed page.
 - (5) Musical sensitivity through performance and listening. The student shall be provided opportunities to internalize generally accepted, authentic performance styles and techniques in music played and heard.
 - (6) Evaluation of musical performance quality. The student shall be provided opportunities to:
 - (A) evaluate progress toward self-established musical goals;
 - (B) evaluate solo and group rehearsals and performances; and
 - (C) recognize quality of sound, pitch, style, tempo, rhythm, blend, balance, phrasing, dynamics, and articulation
 - (7) Creative self-expression. The student shall be provided opportunities to:
 - (A) express oneself in every performance experience; and
 - (B) explore careers.
 - (k) Choral music I, II, III, IV (one-half to one unit). Choral music I, II, III, IV shall include the following essential elements:

- (1) Study of vocal techniques. The student shall be provided opportunities to:
 - (A) breathe correctly for singing;
 - (B) produce good vocal tone;
 - (C) sing with good diction; and
 - (D) develop the voice.
- (2) Study of choral techniques. The student shall be provided opportunities to:
 - (A) achieve choral balance and blend;
 - (B) achieve good intonation and tone quality;
 - (C) achieve rhythmic accuracy; and
 - (D) achieve expressive, artistic interpretation of the composer's intent.
- (3) Music theory. (Depth of study to be related to difficulty and sophistication of music performed). The student shall be provided opportunities to:
 - (A) know and use the great staff;
 - (B) know and use pitch and rhythmic notation;
 - (C) know and use key and time signatures;
 - (D) know and use musical symbols;
 - (E) observe dynamic markings; and
 - (F) train the ear.
- (4) Sight-singing method or program. The student shall be provided opportunities to utilize an ongoing method or program to increase proficiency in reading music.
- (5) Music history and literature. The student shall be provided opportunities to:
 - (A) experience and discuss a variety of choral styles, eras, and composers through music studied and performed; and
 - (B) listen critically to live and recorded performances.
- (6) Performance activities. The student shall be provided opportunities to perform individually, in small ensembles, and in large groups.
- (7) Creative self-expression. The student shall be provided opportunities to:
 - (A) express oneself in every performance activity; and
 - (B) explore careers.
- (l) Stage band (one-half to one unit). Stage band shall include the following essential elements:
 - (1) Reinforcement of essential elements of band and orchestra. The student shall be provided opportunities to:
 - (A) develop proper instrumental technique;
 - (B) learn and use basic music theory;
 - (C) read music;
 - (D) achieve mental and physical discipline;
 - (E) achieve good physical conditioning;
 - (F) develop citizenship;
 - (G) grow in cultural awareness;
 - (H) learn proper instrument care;
 - (I) judge performance quality;
 - (J) express oneself in music; and
 - (K) evaluate musical progress and quality.
 - (2) Jazz styles and rhythms. The student shall be provided opportunities to:
 - (A) explore, study, and perform alternative techniques utilized in American jazz and jazz-derived musical idioms; and

(B) recognize heightened responsibility of the individual player for performance of his or her own part

(3) **Improvisation** The student shall be provided opportunities to:

(A) create extemporaneous, original melodic and rhythmic musical lines from chord or scale symbols; and

(B) know and apply basic jazz forms such as 12-bar blues and 32-bar AABA song form.

(4) **Music literature** The student shall be provided opportunities to:

(A) study and perform music from a variety of jazz eras (Dixieland, rhythm and blues, swing, be-bop, jazz-rock, etc.);

(B) adapt style of playing and instrumentation to the music studied and performed, and

(C) listen critically to live and recorded performances

(5) **Composing and arranging.** The student shall be provided opportunities to compose, arrange, and hear one's own musical works

(6) **Creative self-expression** The student shall be provided opportunities to.

(A) express oneself in every performance activity; and

(B) explore careers

(m) **Instrumental ensembles (one-half to one unit)** Instrumental ensembles shall include the following essential elements:

(1) **Playing experience in a small instrumental group** The student shall be provided opportunities to:

(A) perform in ensembles with sizes and compositions different from those of the standard band and orchestra; and

(B) recognize heightened responsibility of the individual player for performance of his or her own part

(2) **Music literature** The student shall be provided opportunities to study music of a variety of styles and historical periods different from that utilized in the parent band and orchestra organization

(3) **Study of ensemble techniques** The student shall be provided opportunities to utilize methods and styles appropriate to the type of ensemble (string quartet or other chamber group, clarinet choir, wind trios and quartets, percussion ensemble, brass band, etc.)

(4) **Refinement of musical and technical skills** The student shall be provided opportunities to

(A) play with good intonation and tone quality;

(B) develop balance and blend;

(C) achieve rhythmic accuracy and musical phrasing;

(D) develop articulation, mechanism, and bowing techniques;

(E) breathe correctly; and

(F) interpret the music according to the composer's intent.

(5) **Performance activities** The student shall be provided opportunities to perform ensemble music at school and in public (performance settings may vary from those in which full bands and orchestras usually play)

(6) **Awareness of ensemble literature and its potential for use throughout life.** The student shall be pro-

vided opportunities to recognize satisfying recreation as an adult through participation in amateur musical groups.

(7) **Creative self-expression.** The student shall be provided opportunities to:

(A) express oneself in every performance activity; and

(B) explore careers

(n) **Vocal ensembles (one-half to one unit).** Vocal ensembles shall include the following essential elements:

(1) **Singing experience in a small vocal group.** The student shall be provided opportunities to:

(A) perform in ensembles with sizes and compositions different from those of the standard choral music organizations, and

(B) recognize heightened responsibility of the individual singer for performance of his or her own part.

(2) **Music literature** The student shall be provided opportunities to study music of a variety of styles and historical periods different from that utilized in the parent choral music organization

(3) **Study of vocal techniques** The student shall be provided opportunities to develop vocal quality, tone production, and control required by the music studied and performed

(4) **Study of ensemble techniques** The student shall be provided opportunities to utilize methods and styles appropriate to the type of vocal ensemble (madrigals, jazz choir, show choir, pop choir, trios, quartet, sextets, etc.)

(5) **Performance activities** The student shall be provided opportunities to perform ensemble music at school and in public (Performance settings may vary from those in which larger choral music groups usually sing)

(6) **Awareness of ensemble literature and its potential for use throughout life.** The student shall be provided opportunities to recognize satisfying recreation as an adult through participation in amateur musical groups.

(7) **Creative self-expression** The student shall be provided opportunities to

(A) express oneself in every performance activity, and

(B) explore careers

(o) **Applied music (individual study—one-half to one unit)** Applied music (individual study) shall include the following essential elements

(1) **Private study** The student shall be provided opportunities to

(A) study the chosen instrument or voice in a one-to-one student/teacher relationship (not in a class); and

(B) observe course and administrative requirements as outlined in the Texas Education Agency publication *Applied Music (Individual Study)*

(2) **Study of solo literature** The student shall be provided opportunities to

(A) study and memorize three solo selections from more than one musical style and historical period; and

(B) accept assignments made on an individualized basis for optimal progress in style and interpretation.

(3) Study of technical literature. The student shall be provided opportunities to:

- (A) study etudes;
- (B) memorize scales; and

(C) accept assignments made on an individualized basis for optimal progress in performance skills and facility

(4) Performance examination. The student shall be provided opportunities to submit a performance examination (memorized solo selections and prepared technical literature and scales) to qualified examiners chosen by the school, for grade and credit

(p) Music theory I (one-half to one unit). Music theory I shall include the following essential elements:

(1) Basic pitch and rhythmic notation. The student shall be provided opportunities to:

- (A) know and use the lines and spaces of the great staff,
- (B) know and use pitch and rhythmic notation;
- (C) know and use key and time signatures; and
- (D) know and use musical clefs, signs, and symbols

(2) Scale structures. The student shall be provided opportunities to:

- (A) understand and apply the whole- and half-step patterns of major and minor scales; and
- (B) understand derivations of key signatures.

(3) Intervals. The student shall be provided opportunities to identify perfect, major, minor, diminished, and augmented intervals by sight and sound.

(4) Chord structure and movement. The student shall be provided opportunities to:

- (A) construct major and minor triads;
- (B) identify major and minor triads by sight and sound; and
- (C) understand the ways in which major and minor triads progress in relation to each other.

(5) Simple partwriting. The student shall be provided opportunities to:

- (A) construct and connect chords with root in bass and triad in treble clef; and
- (B) analyze resulting and similar chord progressions

(6) Ear training. The student shall be provided opportunities to:

- (A) take simple melodic and rhythmic dictation; and
- (B) practice sight singing.

(q) Music theory II (one-half to one unit). Music theory II shall include the following essential elements:

(1) Review and refinement of materials covered in music theory I. The student shall be provided opportunities to utilize basic pitch and rhythmic notation, scale structures, intervals, chord structure and movement, simple partwriting, and ear training.

(2) Advanced chord structure. The student shall be provided opportunities to construct and study inversions, augmented and diminished chords, seventh chords, and cadences

(3) Harmonization. The student shall be provided opportunities to harmonize simple melodic lines in four parts using root positions and inversions.

(4) Ear training. The student shall be provided opportunities to:

- (A) take melodic, rhythmic, and harmonic dictation, including nonharmonic tones; and
- (B) practice sight singing.

(5) Form and analysis. The student shall be provided opportunities to:

- (A) study simpler musical forms; and
- (B) analyze types of chord structures and progressions previously constructed, studied, and written.

(6) Composition. The student shall be provided opportunities to compose and hear original works for available instruments or voices or both.

(r) Music history and literature, grades 10-12 (one-half to one unit). Music history and literature, grades 10-12, shall include the following essential elements:

(1) Works from the major historical periods of music. The student shall be provided opportunities to hear and briefly study selected works from the Renaissance, Baroque, Classical, Romantic, Impressionistic, Modern, and Contemporary periods

(2) Composers. The student shall be provided opportunities to explore through more intensive study the works and lives of selected composers from the major historical periods of music.

(3) Musical style. The student shall be provided opportunities to become aware of treatments of melody, harmony, rhythm, form, and performance media that result in individuality and effect of musical works.

(4) Musical form. The student shall be provided opportunities to:

- (A) understand how musical structures are lengthened and unified through repetition, contrast, and variation;
- (B) compare varied treatments of the same forms by different composers; and
- (C) explore long and short forms.

(5) Relationship of music to history. The student shall be provided opportunities to understand the relationships of musical works, composers, forms, and styles to the political and social events of their musical and historical periods.

§75.68. Social Studies, Texas and United States History.

(a) Social studies attitudes, values, and skills for citizenship. All social studies courses shall include the essential elements for social studies attitudes, values, and skills for citizenship as described in §75.48 of this title (relating to Social Studies, Texas and United States History).

(b) United States history (from Reconstruction to the present—one unit). United States history shall include the following essential elements:

(1) Emergence of the United States as a world power. The student shall be provided opportunities to:

- (A) describe the causes and effects of United States involvement in foreign affairs and in international conflicts,
- (B) describe the United States' international political, humanitarian, economic, and military cooperative efforts, and
- (C) analyze the foreign policies of the United States and their impact on the nation.

(2) Geographic influences on the historical development of the United States. The student shall be provided opportunities to:

(A) describe how population movements and patterns of settlement in the United States were influenced by physical features,

(B) identify major United States population centers and their importance;

(C) identify former United States overseas possessions and explain their present status,

(D) describe the national government land policies and their historical significance,

(E) locate and explain the importance of selected historical sites, and

(F) examine the uses, abuses, and preservation of natural resources and the physical environment of the United States.

(3) Economic development and growth of the United States. The student shall be provided opportunities to:

(A) understand how geographic patterns of economic resources influenced the development of the United States,

(B) analyze the impact of new developments in science and technology on business, industry, and agriculture;

(C) explain the economic impact of various wars on the United States,

(D) explain the development and importance of new business and labor organizations,

(E) identify significant business, industrial, and labor leaders of the United States,

(F) understand the impact of business cycles on the United States,

(G) describe the overseas expansion of United States trade, and

(H) analyze the changing relationship of government and the economy.

(4) Social and cultural developments of the United States. The student shall be provided opportunities to:

(A) describe the long-term social impact of the Civil War and Reconstruction,

(B) explain the causes for and impact of immigration;

(C) recognize the contributions of ethnic and racial groups and individuals to the growth and development of the United States,

(D) analyze majority-minority group relations,

(E) describe population movements and patterns of settlement,

(F) identify social reform movements, leaders, issues, and results,

(G) analyze the impact of science and technology on social and cultural developments, and

(H) describe developments in art, music, literature, drama, and other culturally related activities.

(5) Political development of the United States. The student shall be provided opportunities to:

(A) describe the long-term political effects of the Civil War and Reconstruction,

(B) analyze the major historical documents that relate to the development of the United States;

(C) describe major political campaigns, elections, issues, and leaders;

(D) understand major political reform movements, leaders, issues, and results;

(E) evaluate constitutional developments reflected by amendments and court interpretations; and

(F) analyze the growth and development of the three branches of federal government.

(c) World history studies (one unit). World history studies shall include the following essential elements:

(1) Development of early civilizations. The student shall be provided opportunities to:

(A) analyze early river valley civilizations,

(B) describe the historical development of Greek and Roman societies and their contributions to modern civilization; and

(C) trace the development of early Indian and Chinese civilizations.

(2) Historical development of Western civilization. The student shall be provided opportunities to:

(A) trace the development of Judaism, Christianity, and Islam and their influences;

(B) describe the Dark Ages and Medieval periods;

(C) analyze the influences of Byzantine and Moslem societies on Western civilization;

(D) explain the impact of the Renaissance and Reformation on Europe;

(E) describe the expansion of European influence around the world through exploration and colonization;

(F) analyze the impact of political and economic revolutions on Western civilization, and

(G) explain the rise of nationalism and imperialism and their consequences.

(3) Historical development of other regions. The student shall be provided opportunities to:

(A) trace the development of national unity of Russia, India, Japan, and China;

(B) understand the development of Mayan, Aztec, and Incan civilization in the Americas, and

(C) describe the emergence of nation states in the Middle East, Latin America, Africa, and Asia.

(4) Geographic influences on world history. The student shall be provided opportunities to:

(A) identify major colonies around the world at various historical periods and explain reasons for their colonization;

(B) determine how the physical features of an area affected its historical development,

(C) analyze the cultural and physical changes that occurred within an area studied at various periods of time,

(D) describe the growth and importance of trade, commerce, transportation, and communications at different times in history,

(E) locate major physical features, landforms, and countries of the world on maps and globes; and

(F) describe the major physical features of the world.

(5) Developments of the twentieth century. The student shall be provided opportunities to:

- (A) explain the causes and results of World Wars I and II;
- (B) describe the impact of the Great Depression on world events;
- (C) analyze the development of dictatorships around the world;
- (D) explain the impact of conflicting ideologies on presentday world affairs;
- (E) analyze the collapse of European colonial empires and the emergence of new nations;
- (F) trace the achievements in and impact of 20th Century science and technology;
- (G) analyze the impact of worldwide economic interdependence on the world today;
- (H) describe the emergence of space exploration and its impact on world affairs;
- (I) analyze the impact of changing patterns of production and consumption of energy resources; and
- (J) examine the uses, abuses, and preservation of natural resources around the world.

(d) World geography studies (one unit). World geography studies shall include the following essential elements:

(1) Nature of geography The student shall be provided opportunities to:

- (A) compare physical and cultural geography;
- (B) explain geographical terminology; and
- (C) describe geographical tools and methodologies.

(2) Physical setting of the earth. The student shall be provided opportunities to:

- (A) locate and describe major landforms and features of the earth;
- (B) describe the physical forces that alter the features of the earth's crust;
- (C) describe the physical setting of selected regions;
- (D) locate the major natural resources of the world and give their uses; and
- (E) locate the major nations and regions of the world.

(3) Interaction of physical environments. The student shall be provided opportunities to

- (A) understand criteria for determining regions;
- (B) analyze the impact of environment on ways of life in a region;
- (C) describe major economic activities in a region;
- (D) determine the economic, social, and cultural interchange among countries and regions;
- (E) explain the causes of population patterns, densities, and movements;
- (F) analyze forces that are causing changes in the landscapes of regions and countries;
- (G) explain the economic importance of water and other natural resources to countries and regions;
- (H) determine kinds and sources of energy for regions and countries;
- (I) describe the agricultural base of regions; and
- (J) examine uses, abuses, and preservation of natural resources and the physical environment.

(4) Urban analysis. The student shall be provided opportunities to:

- (A) analyze the site and situation of cities;
- (B) describe functions of cities;
- (C) understand patterns of urban growth;
- (D) analyze movements of people, goods, and services in an urban environment; and
- (E) analyze environmental issues associated with urban growth.

(e) United States government (one-half unit) United States government shall include the following essential elements:

(1) Foundations of the United States political system. The student shall be provided opportunities to:

- (A) explain reasons governments are established;
- (B) analyze the differences between direct and representative democracy;
- (C) compare United States political institutions, processes, and values with other governmental systems;
- (D) trace political ideas from the Ancient World, Western Europe, and the 13 colonies that formed the foundation of the United States system of government;
- (E) trace the growth of the two-political party system in the United States; and
- (F) analyze major historical documents relating to the political development of the United States.

(2) Development of the United States governmental system. The student shall be provided opportunities to:

- (A) analyze the purposes and political philosophies of the United States Constitution, Bill of Rights, and Declaration of Independence;
- (B) recognize significant individuals who played important roles in establishing the government of the United States;
- (C) analyze the impact of Supreme Court decisions on the American governmental system, and
- (D) explain due process of law

(3) Structures and functions of the United States governmental systems The student shall be provided opportunities to:

- (A) describe the structures and functions of governments at federal, state, and local levels,
- (B) identify executive, legislative, and judicial authority roles on national, state, and local levels;
- (C) understand the taxing and spending functions of national, state, and local levels of government, and
- (D) analyze techniques for maintaining a division of power among branches of government and between national and state levels

(4) Participation and decision making in civic affairs. The student shall be provided opportunities to:

- (A) examine factors that influence an individual's political beliefs and behavior;
- (B) understand the functions of political parties in the United States political process,
- (C) analyze the functions of minor political parties and interest groups in the American political process; and

(D) interpret the concept that the United States has a "government of law, not men"

(1) **Advanced Texas studies (one-half unit).** Advanced Texas studies shall include the following essential elements

(1) **History of Texas in the 20th century** The student shall be provided opportunities to:

(A) explore the effect on Texas of the closing of the frontier,

(B) recognize the roles of Texans in international conflicts,

(C) identify and explain the significance of major issues and personalities; and

(D) understand the impact of science and technology on the historical development of Texas.

(2) **Political and social development of 20th Century Texas** The student shall be provided opportunities to

(A) recognize the important political events that have occurred in Texas,

(B) identify significant individuals who affected the political and social history of the state;

(C) trace the changes in governmental institutions,

(D) describe the structures and functions of governments at the local and state levels;

(E) identify the contributions of various ethnic, cultural, and racial groups and individuals to Texas, and

(F) understand the social and cultural changes that have occurred in Texas

(3) **Economic growth of 20th-century Texas.** The student shall be provided opportunities to:

(A) explore the role of the petroleum industry on the economic growth of the state,

(B) recognize the role of major industries to the economic development of Texas;

(C) understand the economic interdependence of Texas and other states and nations; and

(D) understand the impact of the farming and ranching industries on the economic growth of the state.

(4) **Geographic influences on the development of Texas** The student shall be provided opportunities to:

(A) describe the major geographic features of the state,

(B) describe the influence of geography on the direction and flow of population settlement and growth;

(C) explain the importance of water resources, economically and recreationally,

(D) describe where important natural resources are found in Texas,

(E) explain causes for the continuing urbanization of Texas, and

(F) identify places of historical significance in one's community and state

(g) **American culture studies (one-half unit).** American culture studies shall include the following essential elements

(1) **History and contributions of selected cultural, racial, and ethnic groups** The student shall be provided opportunities to:

(A) identify cultural, racial, and ethnic groups that have settled in the United States and explain reasons for their immigration;

(B) explain the multicultural nature of the discovery, exploration, and settlement of the United States;

(C) recognize the contributions of various cultural, racial, and ethnic groups and individuals to the development and growth of the United States;

(D) understand the interaction of selected groups with individuals and groups from various religious, national, racial, and ethnic backgrounds; and

(E) trace the historical origins of selected groups.

(2) **Cultures of selected cultural, racial, and ethnic groups.** The student shall be provided opportunities to:

(A) identify special celebrations and events and explain their connections with cultural, racial, and ethnic groups;

(B) recognize examples of cultural borrowing that reflect the multicultural aspects of the nation;

(C) describe the art, music, literature, drama, and other culturally related activities of various groups;

(D) analyze the influences of selected groups on American culture, particularly in the Southwest;

(E) identify efforts of various groups to maintain cultural identity in relation to the dominant culture; and

(F) analyze the diverse lifestyles of groups selected for study

(h) **World area studies (one-half unit).** World area studies shall include the following essential elements:

(1) **Historical developments of selected regions or countries.** The student shall be provided opportunities to:

(A) trace major historical events from early beginnings to the present, emphasizing 20th Century developments;

(B) explore the interaction of selected regions or countries with other areas of the world, historically and presently; and

(C) recognize significant personalities in the development of selected regions or countries

(2) **Political and economic developments of selected regions or countries** The student shall be provided opportunities to:

(A) describe the governmental structures of selected countries;

(B) identify factors that have affected economic development;

(C) explore the impact of science, technology, and industrialization; and

(D) describe contemporary political and economic relationships with the rest of the world

(3) **Geographic aspects of selected regions or countries.** The student shall be provided opportunities to:

(A) describe the physical features of the area studied;

(B) recognize the influence of geography on the historical development of area studied, and

(C) analyze population patterns and trends of selected areas.

(4) Cultural aspects of selected regions or countries. The student shall be provided opportunities to

- (A) understand the social and cultural changes that have affected lifestyles;
- (B) compare and contrast variations of cultural patterns in selected regions or countries,
- (C) analyze the roles of religions and traditions on shaping the cultures of an area, and
- (D) identify the art, music, literature, drama, and other culturally related activities of an area.

(i) Psychology (one-half unit) Psychology shall include the following essential elements

(1) Nature of psychology The student shall be provided opportunities to:

- (A) define the fields of psychology,
- (B) analyze the tools and techniques of psychology; and
- (C) understand the terminology of psychology.

(2) Human growth, development, and behavior The student shall be provided opportunities to

- (A) explain stages of human growth and development;
- (B) understand factors involved in learning and language development,
- (C) describe thinking and creative processes,
- (D) explain motivation and emotion, and
- (E) understand personality theories, disorder therapies, and personality testing and assessment

(3) Development of the individual The student shall be provided opportunities to

- (A) analyze the development of self-concept,
- (B) understand relationships of individuals with other individuals and with groups, and
- (C) establish individual long and short range goals.

(j) Sociology (one half unit) Sociology shall include the following essential elements

(1) Nature of sociology The student shall be provided opportunities to

- (A) define sociology,
- (B) analyze the tools and techniques of sociology; and
- (C) understand sociological terminology

(2) Culture, socialization, groups, and institutions The student shall be provided opportunities to

- (A) explain the processes of socialization,
- (B) analyze types of groups and interactions among groups,
- (C) analyze social institutions, their structures and functions,
- (D) understand the roles of beliefs, mores, traditions, and folk ways in a culture,
- (E) analyze social problems in selected cultures; and
- (F) analyze roles of people in various situations and relationships

(3) Communications The student shall be provided opportunities to

- (A) explain symbolic communications;
- (B) understand impact of media on groups; and

(C) analyze forms of propaganda and propaganda techniques.

(4) Cultural development and change The student shall be provided opportunities to

- (A) understand causes of cultural and social change;
- (B) analyze the impact of science and technology upon people and cultures, and
- (C) describe the effects of cultural contact and diffusion

(k) Advanced social science problems (one-half unit) Advanced social science problems shall include the following essential elements

(1) Application of historical and social science facts, concepts, rules, and generalizations to selected topics, problems, or issues The student shall be provided opportunities to

- (A) formulate cause/effect, summary, and value generalizations,
- (B) condense information into valid summaries;

(C) question stereotypes representing inaccurate or oversimplified judgments, and

(D) apply research skills to verify the validity of rules, laws, principles, generalizations, or decisions.

(2) Democratic participatory skills The student shall be provided opportunities to

- (A) evaluate the processes and results of decision making,
- (B) apply the strategies of problem solving,
- (C) express ideas in an orderly and open manner;
- (D) undertake personal leadership in groups,
- (E) accept leadership of others,
- (F) demonstrate tolerance of differing opinions; and
- (G) state and defend a point of view

(3) Processes of reasoning The student shall be provided opportunities to

- (A) draw inferences from data,
- (B) distinguish fact from opinion,
- (C) draw conclusions from data,
- (D) recognize common fallacies; and
- (E) identify and analyze propaganda

(4) Analysis of information from various sources. The student shall be provided opportunities to

- (A) verify the validity of information,
- (B) determine relationships between causes and effects,
- (C) interpret and evaluate conflicting opinions,
- (D) form valid generalizations,
- (E) identify unstated assumptions; and
- (F) detect bias in sources of information

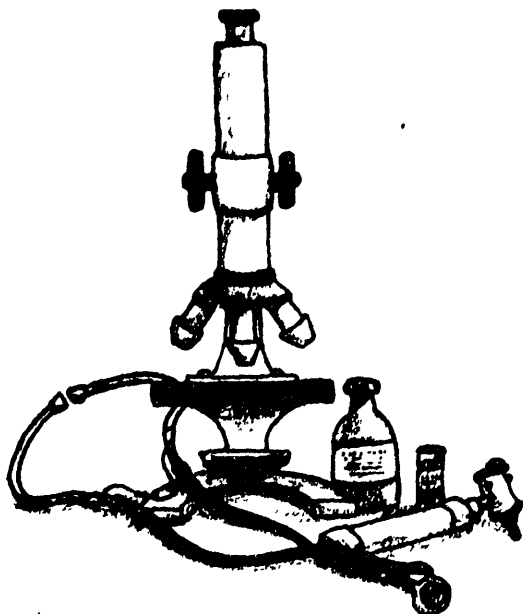
This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 19, 1983

FRD 8310918 Raymon L. Bynum
Commissioner of Education

Proposed date of adoption
March 10, 1984

For further information please call (512) 475-7077



**TITLE 22. EXAMINING BOARDS
Part III. Texas Board of
Chiropractic Examiners
Chapter 75. Rules of Practice**

22 TAC §75.1

The Texas State Board of Chiropractic Examiners proposes an amendment to §75.1, concerning unprofessional conduct. The addition of paragraph (12) concerns the failure to disclose the full amount charged by a chiropractor to a patient or his/her representative for services rendered or goods supplied.

Edna A. Parsons, executive secretary, has determined that for the first five year period the rule will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rule.

Ms. Parsons also has determined that for each year of the first five years the rule as proposed is in effect the public benefit anticipated as a result of enforcing the rule as proposed is greater consumer protection by providing full disclosure of costs of services. There is no anticipated economic cost to individuals who are required to comply with the rule as proposed.

Comments on the proposal may be submitted to Edna A. Parsons, Executive Secretary, 1300 East Anderson Lane, Building C, Suite 245, Austin, Texas 78752.

The amendment is proposed under Texas Civil Statutes, Article 4512b, which provide the Texas Board of Chiropractic Examiners with the authority to promulgate rules and regulations as deemed necessary.

§75.1 Unprofessional Conduct. The rules and regulations of the board are prescribed by law in the Chiropractic Act, §14a. Under the provisions of §14a, paragraphs 5, 6, and 8, the board rules that it shall be considered unprofessional conduct for a licensee

(1)-(11) (No change)

(12) To fail to disclose, upon request by a patient or his/her duly authorized representative, the full amount charged for any service rendered or goods supplied.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 28, 1983

TRD-8311028 Edna A. Parsons
Executive Secretary
Texas Board of Chiropractic
Examiners

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 835-2006.

Chapter 77. Advertising and Public Communications

22 TAC §77.2

The Texas State Board of Chiropractic Examiners proposes an amendment to §77.2, concerning publicity. The addition of paragraph (9) concerns specialization and the prohibition of potentially misleading characterization of a licensee's qualifications.

Edna A. Parsons, executive secretary, has determined that for the first five-year period the rule will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rule.

Ms. Parsons also has determined that for each year of the first five years the rule as proposed is in effect the public benefit anticipated as a result of enforcing the rule as proposed is consumer protection by prohibiting potentially misleading characterizations of a licensee's qualifications. There is no anticipated economic cost to individuals who are required to comply with the rule as proposed.

Comments on the proposal may be submitted to Edna A. Parsons, Executive Secretary, 1300 East Anderson Lane, Building C, Suite 245, Austin, Texas 78752.

The amendment is proposed under Texas Civil Statutes, Article 4512b, which provide the Texas Board of Chiropractic Examiners with the authority to promulgate rules and regulations as deemed necessary.

§77.2 Publicity. A licensee shall not, on behalf of himself, his partner, associate, or any other licensee affiliated with him, use or participate in the use of any form of public communication which

(1) (8) (No change)

(9) indicates that the licensee is a specialist in any field of chiropractic such as the use of the terms "chiropractic orthopedist," "chiropractic roentgenologist," "specializing in," or any other term indicating a specialty, except that a licensee may indicate on any form of

public communication his/her status as a diplomate of the American Board of Chiropractic Roentgenology and/or the American Board of Chiropractic Orthopedics.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 28, 1983

TRD-8311029 Edna A. Parsons
Executive Secretary
Texas Board of Chiropractic
Examiners

Earliest possible date of adoption:
February 6, 1984

For further information, please call (512) 835-2006.

Part IX. Texas State Board of Medical Examiners Chapter 162. Supervision of Medical School Students

22 TAC §§162.1-162.3

The Texas State Board of Medical Examiners proposes new §§162.1-162.3, concerning supervision of medical school students. The proposed rules outline what a physician must do to register with the board prior to precepting a medical school student. In addition, the proposed rules set forth the exemptions whereby a physician would not be required to register with the board. For those who are required to register, however, the conditions for registration are enumerated.

Florence Allen, accountant, has determined that for the first five year period the rules will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules. There will be no cost of compliance for small or large businesses.

Jean Davis, technical program administrator, has determined that for each year of the first five years the rules as proposed are in effect the public benefit anticipated as a result of enforcing the rules as proposed is assurance of medical care from individuals who had received medical training at least equal to that received by physicians eligible for licensure in Texas.

There is no anticipated economic cost to individuals who are required to comply with the rules as proposed.

Comments on the proposal may be submitted to Jean Davis, P.O. Box 13562, Austin, Texas 78711. A public hearing will be held on the proposed rules. Although no date has been set, it is expected to occur at some time between February 23-26, 1984.

The new sections are proposed under the Texas Medical Practice Act, Article 4495b, which provides the Texas State Board of Medical Examiners with the authority to make rules, regulations, and bylaws not inconsistent with this Act as may be necessary for the governing of its own proceedings, the performance of its duties, the regulation of the practice of medicine in this state, and the enforcement of this Act.

§162.1. Supervision Except as provided in §162.2 of this title (relating to Exemption), a physician must register with the board prior to supervising a medical school student while that student receives training and performs assigned duties involved in medical school course work or curriculum.

§162.2. Exemption A physician is not required to register with or provide certification to the board if he or she supervises a medical student in training from an approved medical school. An approved medical school is one that has been accredited by the Liaison Committee on Medical Education or the American Osteopathic Association and subsequently approved by the board.

§162.3 Registration

(a) To register to supervise a medical school student in training, a physician must certify to the board that he or she

(1) has a valid written agreement with the medical school to supervise its students in training. A copy of the agreement must be provided to and approved by the board,

(2) has completed an orientation program or workshop for supervisors of medical students in training;

(3) will not supervise more than one medical student at a time,

(4) will not supervise a medical student for more than three months,

(5) will not supervise more than four medical students per year, and

(6) will not violate the Medical Practice Act.

(b) The physician registering to supervise a medical school student in training must further certify to the board that the student

(1) will not perform any task or function without the supervising physician being either physically present or immediately available to provide guidance,

(2) has not been previously supervised by a physician in Texas, and

(3) has passed the medical portion of the Educational Commission for Foreign Medical Graduates (ECFMG) examination.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 28, 1983

TRD 8310991 A. Bryan Spires, Jr., M.D.
Executive Director
Texas State Board of Medical
Examiners

Earliest possible date of adoption:
February 6, 1984

For further information, please call (512) 452-1078.

Chapter 185. Physician Assistants

22 TAC §§185.6, 185.7, 185.9-185.11

The Texas State Board of Medical Examiners proposes amendments to §§185.6, 185.7, and 185.9-185.11, concerning physician assistants. Amendments relate to such areas as the number of physician assistants (PAs) allowed per physician and the proper patient consent procedure. Changes to the PA rules were felt to be necessary. Following communications and a meeting between members of the board's PA advisory committee and the Texas Academy of Physician Assistants, the board's own committee assigned to review the rules submitted changes to the board. The board agreed to the proposed rules which follow.

Florence Allen, accountant, has determined that for the first five-year period the rules will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules. There will be no cost of compliance for small or large businesses.

Jean Davis, technical program administrator, also has determined that for each year of the first five years the rules as proposed are in effect the public benefit anticipated as a result of enforcing the rules as proposed is better care for the patient by the PA and physician working together. Also, the patient will be more adequately notified of the utilization of the PA and will be assured the right to see the physician in lieu of the PA if the patient so desires. There is no anticipated economic cost to individuals who are required to comply with the rules as proposed.

Comments on the proposal may be submitted to Jean Davis, P.O. Box 13562, Austin, Texas 78711. A public hearing will be held on the proposed rules. Although no date has been set, it is expected to occur some time between February 23-26, 1984.

The amendments are proposed under the Texas Medical Practice Act, Article 4495b, which provides the Texas State Board of Medical Examiners with the authority to make rules, regulations, and bylaws not inconsistent with this Act as may be necessary for the governing of its own proceedings, the performance of its duties, the regulation of the practice of medicine in this state, and the enforcement of this Act.

§185.6 Consent and Identification

(a) No physician assistant shall render general medical services nor any permitted tasks as hereinafter stated to any patient unless said patient has first been informed that such assistant is not a physician and[,] that the patient has the right to resist at any time on seeing the supervising physician, and services will be rendered by the physician assistant only after patient has consented thereto in writing. **The physician shall obtain the patient's consent on a separate form, 8½ inches by 11 inches in size, with the following language printed in not smaller than 10-point type:**

I, (patient's name), hereby authorize (physician's name and office address) to instruct (his) (her) physician assistant to assist (him) (her) in certain aspects of my medical care. I understand that a physician assistant is not a licensed physician and may not treat or diagnose any illness, injury, or medical condition except under the supervision and direction of a licensed physician. I further understand that I may revoke this authorization at any time and that, at any time, I may request to be seen by (physician's name)

The consent must be signed and dated by the patient and shall [, with said written consent to] become part of the patient's permanent record. It shall be the responsibility of the supervising physician to ensure that patient consent required in this section is obtained, and failure to do so may result in the withdrawal by the board of approval to supervise an assistant. The consent obtained shall remain in effect until withdrawn by the patient.

(b) In the supervising physician's office, a notice plainly visible to all patients shall be posted in a prominent place by the supervising physician explaining the meaning of the term "physician assistant" and the functions delegated to the physician assistant. **The notice shall be printed on a sign not less than 8½ inches by 11 inches in size and in bold-faced letters not less than ¼ inch in height.** Patients shall be encouraged, in this notice, to discuss with the supervising physician the role and performance of the physician assistant. **The notice shall state that the patient may request to be seen by the physician, rather than the physician assistant, at any time, and the desire of the patient not to be seen by the physician assistant shall be respected.**

(c) (No change)

§185.7 Supervision of Performance.

(a)-(b) (No change)

(c) On the follow-up care, hospital visits, nursing home visits, attendance of the chronically ill at home, or in similar instances where a therapeutic regimen or other written protocol has been established by the physician and in instances covered under standing delegation orders as authorized by Chapter 193 of this title (relating to Standing Delegation Orders), the physician assistant may check and record that patient's progress within the confines of the established regimen or protocol and report the patient's progress to the physician. When a new problem arises or established parameters are exceeded, **the physician assistant must not initiate treatment before he or she has consulted with the supervising physician or the supervising physician has seen the patient, and the supervising physician has ordered the method of treatment. If the supervising physician orders treatment for a new problem or outside established parameters without seeing the patient, the supervising physician must undertake a personal review of the patient and his or her problem as soon as possible after ordering such treatment.**

(d) (No change)

§185.9 Limitations of Physician Assistants. The supervising physician shall neither delegate to nor allow a physician assistant to

(1) (6) (No change)

(7) initiate treatment of any new patient before the physician has seen the patient and ordered the method of treatment, except in life-threatening emergencies, or

when care is rendered under standing delegation orders as are authorized under the rules of this board,

(8)-(11) (No change)

§185.10 Limitation of Employment Except as otherwise provided in this section, only one full-time equivalent physician assistant position shall be allowed for each supervising physician. A supervising physician may utilize more than one physician assistant to allow part-time employment or the employment of a substitute during the temporary absence of a supervising physician's primary physician assistant, provided the supervising physician has obtained approval to supervise each part-time and substitute physician assistant as provided in §185.3 of this title (relating to Application for Approval to Supervise). A physician assistant may work for more than one supervising physician on a part-time or substitute basis, provided each supervising physician has obtained approval to supervise that physician assistant as provided in §185.3 of this title (relating to Application for Approval to Supervise). Part-time or substitute physician assistants supervised by a particular physician shall not work during the same hours for that supervising physician, and a supervising physician shall not utilize more than one physician assistant during the same hours. The physician assistant shall be the individual responsibility of the supervising physician, or, in his or her temporary absence, the physician assistant shall be the responsibility of a designated physician as provided in §185.3 of this title (relating to Application for Approval to Supervise). More than one physician may be allowed by the board to supervise the same physician assistant, however, the physician considered to be supervising the physician assistant on a given patient shall be that patient's physician.

(1)-(3) (No change)

§185.11 Enforcement Texas Civil Statutes, Article 4495b, §3.08(15) and §4.01, [Texas Civil Statutes, Article 4505(15) and Article 4506, as amended,] empower the Texas State Board of Medical Examiners to cancel, revoke, or suspend the license of any practitioner of medicine upon proof that such practitioner is guilty of aiding or abetting, directly or indirectly, the practice of medicine by any person not duly licensed to practice medicine by such board. Any supervising physician who violates these sections shall be subject to administrative sanction or to withdrawal by the board of his or her authority to utilize a physician assistant and having his or her license to practice medicine in Texas revoked and suspended under Texas Civil Statutes, Article 4495b, §3.08(15) and §4.01 [Texas Civil Statutes, Articles 4505(15), 4506, and 4509, as amended].

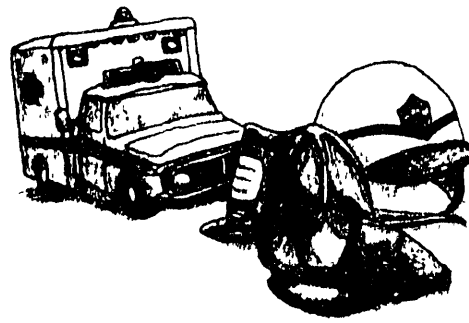
This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 28, 1983.

TRD 8310992 A Bryan Spree, Jr., M.D.
Executive Director
Texas State Board of Medical Examiners

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 452-1078



22 TAC §185.12

The Texas State Board of Medical Examiners proposes new §185.12, concerning exceptions to the rules on physician assistants. The exceptions, if granted by the board, would apply to the sections dealing with consent and identification, limitation of employment, and application for approval to supervise. Further, they would be for physicians and physician assistants (PAs) employed by certain facilities of state agencies that have health care programs.

Florence Allen, accountant, has determined that for the first five year period the rule will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rule. There will be no cost of compliance for small or large businesses.

Jean Davis, technical program administrator, also has determined that for each year of the first five years the rule as proposed is in effect there is no public benefit anticipated as a result of enforcing the rule as proposed. There is no anticipated economic cost to individuals who are required to comply with the rule as proposed.

Comments on the proposal may be submitted to Jean Davis, P.O. Box 13562, Austin, Texas 78711. A public hearing will be held on the proposed rule. Although no date has been set, it is expected to occur some time between February 23-26, 1984.

The new section is proposed under the Texas Medical Practice Act, Article 4495b, which provides the Texas State Board of Medical Examiners with the authority to make rules, regulations, and bylaws not inconsistent with this Act as may be necessary for the governing of its own proceedings, the performance of its duties, the regulation of the practice of medicine in this state, and the enforcement of this Act.

§185.12 Exceptions Upon written application to the board, the board may grant exceptions to the rules in §185.6 of this title (relating to Consent and Identification) and in §185.10 of this title (relating to Limitation of Employment) for physicians and physician assistants employed by facilities or institutions owned or operated by state agencies that have established programs of health care. In addition to the information required in §185.3 of this title (relating to Application for Approval to Supervise) and any other information the board may require, the application for exceptions shall explain the specific

exceptions requested, the reasons the exceptions are needed, the tasks that will be delegated to physician assistants covered by the exceptions, and the manner in which those physician assistants will be supervised

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 28, 1983

TRD-8310993 A Bryan Spires, Jr., M.D.
Executive Director
Texas State Board of Medical
Examiners

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 452-1078.

TITLE 28. INSURANCE

Part I. State Board of Insurance

(Editor's note Because the State Board of Insurance's rules have not yet been published in the Texas Administrative Code (TAC), they do not have designated TAC numbers For the time being, the rules will continue to be published under their Texas Register numbers However, the rules will be published under the agency's correct TAC title and part)

The following proposals submitted by the State Board of Insurance are being serialized in this issue of the *Texas Register* Earliest possible date of adoption for the documents is February 3, 1984

Rules of Practice and Procedure before the State
Fire Marshall
059 01 09 101 120, 127 152, 158- 160,
166 172, 178 181, 187, 188
(repeals)

Surplus Lines Insurance
059 01 14 003, 007
(repeal)
059 01 14 006, 011, 012, 014, 015,
018, 019, 024, 025, 026, 030-032,
034 036
(amendments)

Credit Insurance
Premium Refunds
059 53 10 005
(repeal)

The following proposals submitted by the State Board of Insurance are being serialized in this issue of the *Texas Register* Earliest possible date of adoption for the documents is February 6, 1984

Texas Title Insurance Act
Policy Forms and Premiums
059 09 07 001
(amendment)

Insurance Premium Finance Rules
Power of Attorney
059 60 06 002 004, 006
(amendments)

Annual Reports and Examinations
059 60 08 001, 003
(amendments)

A notice appeared in the January 3, 1984, issue of the *Texas Register* indicating that the following proposals would be serialized in this issue. Earliest possible date of adoption for the published documents is February 3, 1984

Powers and Duties
Rules of Practice and Procedure
059 01 04 021, 059, 087, 088
(repeals)

Rules of Practice and Procedure before the State
Board of Insurance
059 01 04 053, 054
(new)

General Provisions
Disciplinary Hearings in Respect of Insurance
Agents
059 21 01 002
(amendment)

Powers and Duties Rules of Practice and Procedure

059 01 04.021, .059, 087, .088

(Editor's note The text of the following rules proposed for repeal will not be published The rules may be examined in the offices of the State Board of Insurance, 1110 San Jacinto Street, Austin, or in the Texas Register office, Room 503E, Sam Houston Building, 201 East 14th Street, Austin)

The State Board of Insurance proposes the repeal of Rules 059 01 04 021, 059, 087, and 088, concerning the board's rules of practice and procedure. Rule 059 01 04 021 speaks to the procedural and substantive nature of the rules The board believes this rule is no longer necessary Rule 059 01.04.059 specifies the effective date of rules adopted under the Administrative Procedure and Texas Register Act An amendment to Rule 059 01 04 058, which is simultaneously proposed for adoption, will encompass the subject of the effective date of rules and make this rule unnecessary Rule 059 01 04 087 speaks to amendments and conflicting rules. The board believes this rule is no longer necessary Rule 059 01.04.088 deals with the effective date of the rules and with matters in process at the time Rules 059 01 04.001-.088 first went into effect This rule is obsolete in part and is no longer necessary The repeal of these rules will not affect any present practice or requirement of the board

James W Norman, chief clerk, has determined that for the first five year period the repeal will be in effect there will be no fiscal implications for state or local government as a result of the repeal There is no anticipated cost of compliance for small businesses resulting from the repeal

Mr Norman also has determined that for each year of the first five years the repeal is in effect the public benefit anticipated as a result of the repeal is the elimination of rules which are no longer needed. There is no anticipated economic cost to individuals as a result of the repeal

Comments on the proposal may be submitted to James W. Norman, Chief Clerk, State Board of Insurance, 1110 San Jacinto Street, Austin, Texas 78786.

The repeal is proposed under authority of Texas Civil Statutes, Article 6252-13a, §4, and the Insurance Code, Article 1.04, pursuant to which the board may adopt rules of procedure, Texas Civil Statutes, Article 6252-13a, §10, which specifies the effective date for rules adopted under the Administrative Procedure and Texas Register Act, and pursuant to the board's authority to repeal any rule it has previously promulgated.

- .021. *Procedural and Substantive Severability.*
- .059. *Effective Date of Rules*
- .087. *Amendments, Conflicting Rules Repealed.*
- .088. *Effective Date*

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 27, 1983

TRD-8310932 James W Norman
Chief Clerk
State Board of Insurance

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 475 2950

Rules of Practice and Procedure before the State Board of Insurance

059.01.04.053, .054

The State Board of Insurance proposes new Rule 059.01.04.053 and new Rule 059.01.04.054, concerning the board's rules of practice and procedure. Neither rule is substantive in nature. Rule 059.01.04.053 simply restates the law as set out in the Insurance Code, Article 1.33, to the effect that certain summary procedures as specified in that statute are not subject to the contested case provisions of the rules of practice and procedure. Rule 059.01.04.054 restates the law respecting the Insurance Code, Chapter 5, Subchapter L, to the effect that certain rating matters under that subchapter are not subject to the contested case provisions of the rules of practice and procedure. Both rules are included in the rules of procedure to make the rules complete by referring to procedures specified under other relevant law. The undesignated head is also being amended at this time. The adoption of these rules will not change any board practice or requirement.

James W. Norman, chief clerk, has determined that for the first five year period the rules will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules. Mr. Norman has determined that there is no anticipated cost of compliance for small businesses from these rules.

Mr. Norman also has determined that for each year of the first five years the rules as proposed are in effect the public benefit anticipated as a result of enforcing the rules as proposed is a more complete set of rules of procedure. There is no anticipated economic cost to individuals who are required to comply with the rules as proposed.

Comments on the proposal may be submitted to James W. Norman, Chief Clerk, State Board of Insurance, 1110 San Jacinto, Austin, Texas 78786.

The new rules are proposed under authority of Texas Civil Statutes, Article 6252-13a, §4, and the Insurance Code, Article 1.04, pursuant to which the State Board of Insurance may adopt rules of practice and procedure.

.053 *Summary Procedures* Except for an application to the board for review of previous action on a routine matter pursuant to the Insurance Code, Article 1.33, §(d), summary procedures for routine matters as specified in that article are not subject to the contested case provisions of the Rules of Practice and Procedure before the State Board of Insurance.

.054 *The Insurance Code, Chapter 5, Subchapter L* Action of the board under the Insurance Code, Chapter 5, Subchapter L, is not subject to the contested case provisions of the Rules of Practice and Procedure before the State Board of Insurance.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 27, 1983

TRD-8310933 James W Norman
Chief Clerk
State Board of Insurance

Earliest possible date of adoption
February 3, 1984

For further information, please call (512) 475-2950.

General Provisions Disciplinary Hearings in Respect of Insurance Agents

059.21.01.002

The State Board of Insurance proposes an amendment to Rule 059.21.01.002, concerning disciplinary hearings involving insurance agents. Subsection (b) of Rule 059.21.01.002 provides that the transmittal of a license to the State Board of Insurance will not affect pending disciplinary proceedings before the commissioner with respect to that agent, except as provided in the Insurance Code, Article 21.14. Heretofore, Article 21.14 permitted the voluntary surrender of licenses by certain insurance agents. However, that provision of the statute was removed by Senate Bill 1040, 68th Legislature, 1983. Accordingly, the rule is being amended to delete the exception to Rule 059.21.14.002(b). This rule change will not alter any

practice or requirement of the board, since the amendment is a result of a statutory law change

W O Sanders, Agent's License Division manager, has determined that for the first five-year period the rule will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rule Mr Sanders has determined there is no anticipated cost of compliance to small businesses as a result of this amendment

Mr Sanders also has determined that for each year of the first five years the rule as proposed is in effect the public benefit anticipated as a result of enforcing the rule as proposed is a rule which conforms to a recent statutory law change There is no anticipated economic cost to individuals who are required to comply with the rule as proposed

Comments on the proposal may be submitted to W O Sanders, Division Manager, Agent's License Division, State Board of Insurance, 1110 San Jacinto Street, Austin, Texas 78786

This amendment is proposed under the Insurance Code, Article 21.14, §16, which has been amended to delete a provision which permits an agent to voluntarily surrender his or her license

.002. Effect of Surrendering or Attempting To Surrender Agent's License

- (a) (No change)
- (b) [Except as provided in Article 21.14, Insurance Code,] Transmitting to the State Board of Insurance any or all insurance agent licenses held by an insurance agent for the purposes of surrender and cancellation will in no way affect pending disciplinary proceedings by the commissioner of insurance in respect of such agent
- (c) (No change)

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 27, 1983

TRD-8310937 James W Norman
 Chief Clerk
 State Board of Insurance

Earliest possible date of adoption
February 3, 1984

For further information, please call (512) 475-2950

TITLE 40. SOCIAL SERVICES AND ASSISTANCE
Part I. Texas Department of Human Resources
Chapter 9. Food Stamps

The Texas Department of Human Resources (DHR) proposes the repeal of existing §§9.6101-9.6108 and

9 6111-9 6121 and new §§9 6101-9 6103 in its food stamp rules concerning the responsibility of food stamp clients to provide verification The DHR also proposes amendments §§9.2320, 9 2616, 9 3302, 9 4026, and 9 4027, concerning client delays, notice of expiration of certification, exemptions to work registration, and deductible expenses The DHR is proposing the repeals, new rules, and amendments to make clarifications, remove internal operating procedures, and enable workers to process applications faster

David Hawes, programs budget and statistics director, has determined that for the first five-year period the rules and repeals will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules and repeals.

Mr Hawes has also determined that for each year of the first five years the rules and repeals as proposed are in effect the public benefit will be a clearer understanding of client and agency responsibilities in the Food Stamp Program There are no economic costs to people required to comply with the rules and repeals

Written comments are invited and may be sent to Susan L Johnson, Administrator, Policy Development Support Division - 804, Texas Department of Human Resources, 153-B, P O Box 2960, Austin, Texas 78769, within 30 days of publication in this Register.

Subchapter X. Non-PA Eligibility Determinations

40 TAC §9 2320

The amendment is proposed under the Human Resources Code, Title 2, Chapters 22 and 33, which authorize the department to administer public assistance programs

§9 2320 *Delays Caused by the Client [Household]* A delay is [considered] the fault of the household if the client [household] has failed to complete the application process and the worker has taken all of the actions required of him [or her] to assist the client [household] **It, by the 30th day, the worker can take no further action on the application, and the delay is the client's fault or at the client's request, the worker must deny the application on the 30th day**

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 30, 1984

TRD 8311085 Marlin W Johnston
 Commissioner
 Texas Department of Human Resources

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 441 3355, ext 2037

Subchapter Z. Changes

40 TAC §9.2616

The amendment is proposed under the Human Resources Code, Title 2, Chapters 22 and 33, which authorize the department to administer public assistance programs.

§9.2616. *Notice of Expiration*

(a) **Workers must send** each certified non-PA household the [must be provided with a] notice of [the] expiration so that the household receives it [of its certification just prior to or at the start of the last month of the certification period, and must receive the notice of expiration as follows].

(1) No earlier than 15 days before [prior to] the beginning of the last month of the expiring certification period, and

(2) (No change.)

(b) **If it is not possible to give the client his notice within these time frames because the client's** [the household's] certification period is for one month, or [if] the client [household] was certified for two months during the month following the month of application, the **worker provides** notice of expiration [is provided] at the time of certification

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 30, 1983

TRD-8311090 Marlin W. Johnston
Commissioner
Texas Department of Human
Resources

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 441-3355,
ext 2037

Subchapter HH. Work Registration Requirement

40 TAC §9.3302

The amendment is proposed under the Human Resources Code, Title 2, Chapters 22 and 33, which authorize the department to administer public assistance programs

§9.3302 *Exemptions to Work Registration Requirement* **DHR does not require** the following **people** [clients are not required] to register for work

(1) **People less than** [Clients under] 18 years old or 60 years old or older — **People less than** [Clients under] 18 years old or **people** [persons] 60 years old or older are exempt from the work registration requirement. If a child's 18th birthday is within a certification period, the child must register as a part of the client's [household's] next scheduled recertification process, unless the child qualifies for another exemption

(2) Employment Services Program participants—**A client** [Clients] participating in the Employment

Services Program is [are] not required to register. In counties where there is no Employment Services Program, public assistance [PA] clients must register for work unless they are otherwise exempt

(3) Parents and caretakers—**A parent or other household member** [Clients who are parents or caretakers] responsible for the care of a dependent child **less than** [under] 12 years old or an incapacitated person of any age is [are] exempt from the work registration requirement. If a child's 12th birthday is within a certification period, the **person** [client] responsible for the care of the child must meet the work registration requirement [This requirement must be met] as a part of the [client's] next recertification process, unless the **person** [client] qualifies for another exemption. This exemption also applies to a parent or other caretaker of a child **less than** [under] 18 years old in a household where another able-bodied parent is registered for work[,] or is exempt because of employment. If a child's 18th birthday is within a certification period, the **person** [client] responsible for the care of the child must meet the work registration requirement as part of the next recertification process, unless the client qualifies for another exemption. If two members of the household claim responsibility for the care of minor dependent children or incapacitated **people** [persons], the worker **should** [must] decide who has the actual responsibility. If two mothers in the household have dependent children of their own under 12 years old, both mothers are exempt from work registration. **In the case of** [If a] supplemental security income (SSI) or PA clients with [household includes] an essential person, the worker must examine the individual situation to decide whether to register the essential person

(4) Incapacitated—**People** [Clients] who are physically or mentally unfit for employment are exempt from the work registration requirement. The department may require proof of mental or physical disability. Evidence of temporary or permanent disability from governmental or private sources or a statement from a physician or licensed or certified psychologist is acceptable proof

(5) **People** [Clients] receiving unemployment compensation— **People** [Clients] receiving unemployment compensation are exempt from the work registration requirement. **People** [Clients] who have applied for, but are not yet receiving, unemployment compensation qualify for this exemption

(6) Addicts and alcoholics—**A regular participant or outpatient** [Clients who regularly participate] in a drug addiction or alcoholic treatment and rehabilitation program is [are] exempt from the work registration requirement. [Clients who are residents of treatment centers authorized to accept food stamps and clients participating in treatment programs as outpatients qualify for this exemption.]

(7) Employed **People** [Clients] employed at least 30 hours a week or receiving weekly earnings equivalent to the federal minimum wage multiplied by 30 hours are exempt. This includes migrant and seasonal farm workers under contract or similar agreement with an employer or crew chief to begin work within 30 days. Proof of the amount of income from this employment establishes the exemption if the amount is equivalent to

30 hours a week under general conditions in the community. If the client's [amount of] income is not high enough to[does not] substantiate a claim that he works [of employment of] 30 hours a week, he must supply the worker with documentary evidence that there is [but the client still claims to be employed, then, in cooperation with the worker, the applicant is required to supply documentary evidence. The evidence must verify the existence of] an employee/employer relationship and that he works at [the number of hours worked is equivalent to at] least 30 hours a week

(8) (No change)

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 30, 1983

TRD-8311091 Marlin W Johnston
Commissioner
Texas Department of Human Resources

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For further information, please call (512) 441-3355, ext 2037

deductible in the month in which the reimbursement is determined or otherwise verified, rather than when the bill is first received. Clients may claim a one-time only medical expense in the month they are billed, or reimbursement is determined, or may average it over the remaining months of the certification period.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 30, 1983

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Commissioner
Texas Department of Human Resources

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For further information, please call (512) 441-3355, ext 2037



Subchapter 00. Definition of Income

40 TAC §9.4026, §9.4027

The amendments are proposed under the Human Resources Code, Title 2, Chapters 22 and 33, which authorize the department to administer public assistance programs

§9.4026 Disallowed Expenses Expenses paid by a reimbursement excluded under §9 4009 of this title (relating to Reimbursements), or an excluded vendor payment are not deductible. That portion of a household's medical expense which is reimbursable must be excluded as part of the household's medical expense. [Households entitled to the medical deduction will have the nonreimbursable portion considered as a deduction at the time the amount of reimbursement is received or can otherwise be verified.] Expenses paid by the household through an in-kind benefit or expenses paid for services provided by a household member are not deductible.

§9.4027 Billed Expenses Household expenses, unless averaged according to §9 4028 of this title (relating to Averaging Expenses), are deductible only in the month the expenses are [expense is] billed or otherwise becomes due, regardless of when the household intends to pay the expense. Prior payment of the expense is not required [in order] for it to be included in computing the client's [household's] benefits. Past due balances and any resulting late charges from previous billing periods are not deductible, even if included on the most recent bill and actually paid by the client [household]. Never may an expense be allowed more than once. For medical expenses, if [when] the client submits [household has submitted] a bill for reimbursement, the expense is [considered]

Subchapter CCC. Verification

40 TAC §§9.6101-9.6108, 9.6111-9.6121

(Editor's note: The text of the following rules proposed for repeal will not be published. The rules may be examined in the offices of the Texas Department of Human Resources, 706 Banister Lane, Austin, or in the Texas Register office, Room 503E, Sam Houston Building, 201 East 14th Street, Austin.)

The repeals are proposed under the Human Resources Code, Title 2, Chapters 22 and 33, which authorize the department to administer public assistance programs

- §9 6101 Procedure
- §9.6102 Gross Nonexempt Income.
- §9 6103. TEC Income Report.
- §9 6104 Verification of AFDC Households.
- §9 6105 Communication between Department Staff.
- §9 6106 Questionable Information
- §9 6107 Management
- §9 6108 Household Composition.
- §9 6111 Responsibility for Obtaining Verification.
- §9 6112 Verification after Initial Certification.
- §9 6113 Voluntary Quit
- §9 6114 Utility Expenses for Unoccupied Home.
- §9 6115 Utility Expenses
- §9 6116 Medical Expenses
- §9 6117 Social Security Numbers.
- §9.6118 Residence.
- §9.6119. Identity.

§9.6120. Resources.

§9.6121. Loans

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 30, 1983

TRD-8311086 Marlin W. Johnston
 Commissioner
 Texas Department of Human
 Resources

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 441-3355,
ext. 2037.

40 TAC §§9.6101-9.6103

The new rules are proposed under the Human Resources Code, Title 2, Chapters 22 and 33, which authorize the department to administer public assistance programs.

§9.6101 Required Verification

(a) Clients must cooperate in giving the following required proof

(1) Initial eligibility determinations:

(A) nonexempt income, medical expenses, utility costs if the client does not choose the utility standard, and utility costs for an unoccupied home;

(B) residence, alien status, Social Security numbers, the applicant's identity, and questionable information

(2) Timely reapplications

(A) nonexempt income, new Social Security numbers, and questionable information,

(B) medical costs, and actual utility costs if the client does not choose the utility standard, if the source has changed or the amount has changed by more than \$25. Also, clients must give verification of any information that was verified at first certification that has changed

(3) Changes during a certification period:

(A) Clients must cooperate with workers in getting verification of changes to this information that are reported during a certification period,

(B) Changes to medical or utility costs do not require verification if the source is the same and the change is \$25 or less

(4) In addition to paragraph (3) of this subsection, people who are required to report changes on a status report must verify the following

(A) variable nonexempt income, utility expenses that exceed the standard utility allowance, medical expenses, and all questionable information. These items must be verified each time the person submits a status report.

(B) fixed income, alien status, Social Security numbers, residence, and citizenship, if any of these items have changed since the last report. Fixed income is Retirement, Survivors, and Disability Insurance, Supplemen-

tal Security Income; Veterans Administration; and retirement income.

(b) DHR does not reverify previously verified Social Security numbers, unless the number or the client's identity becomes questionable

(c) If requested by DHR, the client must designate a suitable third-party source of information and allow the worker to make a home visit.

(d) The client has the right to postpone verification of questionable information according to the rules for expedited service. A client may also postpone for one certification period the verification of a reported Social Security number

§9.6102. Questionable Information. A client is not eligible for benefits until the worker has verified questionable information that affects the client's eligibility or benefits. Information is questionable if it is contradictory or incomplete

§9.6103. Responsibility for Getting Verification. Clients have the primary responsibility to give documentary evidence needed for verification. If suitable documentary evidence is unavailable, DHR may require the client to designate a suitable third-party source for the information. Or, DHR may require the client to permit a pre-scheduled home visit

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 30, 1983

TRD-8311087 Marlin W. Johnston
 Commissioner
 Texas Department of Human
 Resources

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 441-3355,
ext. 2037

Chapter 11. Commodity Program Summer Camps and Summer Food Programs for Children

40 TAC §§11.6901-11.6909

The Texas Department of Human Resources proposes new §§11.6901-11.6909, concerning the commodity program, to establish policies for distributing commodities to nonprofit summer camps and summer food service programs for children

David Hawes, programs budget and statistics director, has determined that for the first five years the rules are in effect there will be no fiscal implications for state or local government as a result of enforcing the rules.

Mr. Hawes has also determined that for the first five years the proposed rules are in effect the public benefit will be that eligible programs will be able to receive commodities to use for feeding children. There are no

anticipated economic costs to individuals who are required to comply with the rules as proposed

Written comments are invited and may be sent to Susan L. Johnson, Administrator, Policy Development Support Division-070, Texas Department of Human Resources, 153-B, P. O. Box 2960, Austin, Texas 78769, within 30 days of publication in this *Texas Register*.

The new rules are proposed under the Human Resources Code, Title 2, Chapters 22 and 33, which authorize the department to administer public assistance programs and commodity programs

§11.6901 Nonprofit Summer Camps for Children. A nonprofit summer camp for children is a camp that:

- (1) operates between May and September;
- (2) operates a nonprofit food service program for children under 18 years of age;
- (3) is exempt from federal income taxes.

§11.6902 Eligibility.

(a) Nonprofit summer camps for children are eligible to participate in the commodity program if they:

- (1) accept and allow children to participate in camp activities without regard to race, color, national origin, age, sex, or handicap. Camps may request in writing an exemption from the age and/or sex requirement if they are:
 - (A) exempt from taxation under §501(a) of the Internal Revenue Code, and
 - (B) have traditionally limited membership by sex or age

(2) do not participate in the Summer Food Service Program,

(3) have an approved, written contract with any food service management company, if one is employed to provide meals;

(4) have no less than a one-to-three ratio of adult participants to child participants in the same food service program, or a one-to-one ratio in camps for handicapped children. Adult participants are persons age 18 and over, including:

- (A) adult campers sharing the same campground, facilities, and food service with children, even if they participate in separate programs or activities,
- (B) program directors, counselors, and others who engage in recreational, educational, or direct administrative activities.

(b) The following are not defined as adult participants:

- (1) employees who only perform duties such as cooking, gardening, grounds maintenance, and other support activities
- (2) employees who perform professional, supervisory, or custodial services essential to the participation of mentally, emotionally, or physically handicapped children. These include nurses, therapists, and attendants
- (3) adults and adult campers who participate in a separate food service program from the children. A separate food service program is one that uses a separate purchasing agent, kitchen, food supply, menu, and dining room.

§11.6903. Application.

(a) Each applicant must submit to DHR the following information to participate in the commodity program for nonprofit summer camps for children:

(1) a complete, signed application and agreement.

(2) proof of exemption from federal income taxes as a nonprofit organization when initial application is made or when DHR questions the exemption status.

(3) camp recruiting or advertising brochures or other literature that contain the statement that rules for acceptance and participation in the program are the same for everyone without regard to race, color, national origin, age, sex, or handicap. A similar statement with the same meaning may be used. Camps that request exemption from the age and/or sex requirements must submit their literature with the written request

(4) any contract with a food service management company, including the provisions that:

(A) commodities received must be used only to benefit qualified participants of the summer camp's food service program,

(B) the food service management company's records about the summer camp's food service operation must be kept for three federal fiscal years from the close of the federal fiscal year to which they pertain, or until the resolution of all audit questions, whichever time period is longer. The company must make the records available at any reasonable time and place for inspection and audit by representatives of DHR, United States Department of Agriculture, and the General Accounting Office.

(b) Each applicant must submit a payment to DHR to participate in the commodity program for nonprofit summer camps for children

§11.6904. Determination of Payment. The department charges a fee to cover administrative costs for operating the program. The fee is \$.40 for the first six months of the fiscal year and \$.20 for the second six months. The applicant determines his payment by multiplying the fee by the largest number of children expected for a camp session

§11.6905 Denial and Termination. An applicant who receives a notice of denial may request an administrative review of the decision within 10 days of receipt of the notice. A contracted sponsor who receives a notice of termination of his active contract is entitled to an appeal as specified in §79.1607 of this title (relating to Right To Appeal).

§11.6906 Summer Food Service Programs. A summer food service program (SFSP) is an approved food service which provides meals for needy children during the months when children are not in school

§11.6907. Eligibility.

(a) Sponsors of summer food service programs are eligible to receive USDA-donated food if they:

(1) are approved as a SFSP according to the department's food service program rules,

(2) prepare meals to be served at their location or sign an agreement with a school or school district for the preparation of meals.

(b) Sponsors of summer food service programs that use a food service management company are not eligible to receive donated foods

§11.6908 *Payment* To participate in a summer food service program each SFSP which is not a school or school food authority participating in the commodity program must make a payment to DHR

§11.6909 *Denial and Termination* An applicant who receives a notice of denial may request an administrative review of the decision within 10 days of receipt of the notice. A contracted sponsor who receives a notice of termination of his active contract is entitled to an appeal as specified in §79.1603 of this title (relating to Right To Appeal)

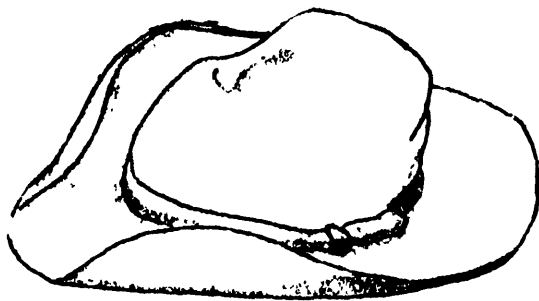
This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 30, 1983

TRD-8311088 Marlin W. Johnston
Commissioner
Texas Department of Human Resources

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 441-3355, ext 2037



Chapter 23. Nursing Facility Administration
Subchapter UUUU. Support Documents
40 TAC §23.9801

The Texas Department of Human Resources proposes amendments to §23.9801, concerning nursing facility administration. Section 23.9801 is being amended to specify that the reimbursement rates are determined by using the median provider's projected per diem expense times 1.07% from each cost area within each class of service. The resulting cost area amounts are totaled to determine the per diem reimbursement rates. The department is simultaneously proposing a similar amendment in its rules concerning intermediate care facilities for the mentally retarded.

David Hawes, programs budget and statistics director, has determined that for the first five-year period the rule will be in effect there will be fiscal implications as a result of enforcing or administering the rule. The estimated additional costs to the state for each fiscal year are \$3,159,267 for fiscal year 1984;

\$5,022,562 for fiscal year 1985, \$5,552,700 for fiscal year 1986, \$5,885,555 for fiscal year 1987, and \$6,568,505 for fiscal year 1988. There is no economic cost to units of local government.

Mr. Hawes has also determined that for each year of the first five years the rule is in effect the public benefit will be that providers who operate in an economical and efficient manner will earn a reasonable profit without reducing their quality of patient care. There is no economic cost to individuals required to comply with the rule.

The department will hold a hearing to accept comments on the proposed amendment at 9:30 a.m. on Tuesday, January 17, 1984, in the DHR board room, 706 Banister Lane, Austin. Written comments are invited and may be sent to Susan L. Johnson, Administrator, Policy Development Support Division—784, Texas Department of Human Resources 153-B, P.O. Box 2960, Austin, Texas 78769, within 14 days of publication in this Register.

The amendment is proposed under the Human Resources Code, Title 2, Chapters 22 and 32, which authorize the department to administer public assistance programs.

§23.9801 *Reimbursement Methodology for Rates for Skilled Nursing Facilities and Intermediate Care Facilities.*

(a)-(b) (No change)

(c) *Cost-finding methodology* The cost-finding methodology recasts reported expense data in a consistent manner to determine per diem allowed costs. Certain adjustments are made in allowable costs in the cost-finding process to ensure that costs used for rate-setting are [costs] required for long-term care, [are costs] derived from the marketplace, and [are costs] incurred from economic and efficient use of resources.

(1)-(4) (No change)

(5) *Projected cost arrays* Cost area per diem expenses will be rank ordered from low to high to produce projected per diem expense arrays.]

(d) *Rate-setting* [Rate setting] methodology Reimbursement rates for each class of service are determined by selecting the median provider's projected [60th percentile provider] per diem expense times 1.07% from each cost area within each class of service. The resulting [and summing the] cost area amounts are totaled to determine the per diem reimbursement rate.

(1) (No change)

(2) *Cost area projected reimbursement* [cost arrays] Class rates are determined by selecting the median provider's projected per diem expense times 1.07% [60th percentile provider per diem expense from projected cost arrays]

(A) Patient care cost area [arrays]

(i)-(iii) (No change)

(B) Dietary care cost area [arrays]

(C) Facility cost area [arrays]

(D) Administration cost area [arrays]

(3) *Reimbursement rate determination for each class of service* Each rate is determined by summing the four cost area amounts from within each reimbursement class selected [from the cost area arrays]

- (A)-(C) (No change.)
- (4) (No change.)
- (e) (No change.)

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 30, 1983

TRD-8311089 Marlin W Johnston
 Commissioner
 Texas Department of Human
 Resources

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 February 6, 1984

For further information, please call (512) 441-3355,
 ext. 2037.

Chapter 27. Intermediate Care Facility for Mentally Retarded Subchapter UUUU. Support Documents

40 TAC §27.9801

The Texas Department of Human Resources proposes amendments to §27.9801, concerning intermediate care facilities for the mentally retarded. Section 27.9801 is being amended to specify that the reimbursement rates are determined by using the median provider's projected per diem expense times 1.07% from each cost area within each class of service. The resulting cost area amounts are totaled to determine the per diem reimbursement rates. The department is simultaneously proposing a similar amendment in its nursing facility administration rules.

David Hawes, programs budget and statistics director, has determined that for the first five-year period the rule will be in effect there will be fiscal implications as a result of enforcing or administering the rule. The estimated additional costs to the state for each fiscal year are \$3,159,267 for fiscal year 1984, \$5,022,562 for fiscal year 1985, \$5,552,700 for fiscal year 1986, \$5,885,555 for fiscal year 1987, and \$6,568,505 for fiscal year 1988. There is no economic cost to units of local government.

Mr. Hawes has also determined that for each year of the first five years the rule is in effect the public benefit will be that providers who operate in an economical and efficient manner will earn a reasonable profit without reducing their quality of patient care. There is no economic cost to individuals required to comply with the rule.

The department will hold a hearing to accept comments on the proposed amendment at 9:30 a.m. on Tuesday, January 17, 1984, in the DHR board room, 706 Banister Lane, Austin. Written comments are invited and may be sent to Susan L. Johnson, Administrator, Policy Development Support Division—784, Texas Department of Human Resources 153-B,

P.O. Box 2960, Austin, Texas 78769, within 14 days of publication in this *Register*.

The amendments are proposed under the Human Resources Code, Title 2, Chapters 22 and 32, which authorize the department to administer public assistance programs.

§27.9801. Reimbursement Methodology for Vendor Rates.

(a)-(b) (No change.)

(c) Cost-finding methodology. The cost-finding methodology recasts reported expense data in a consistent manner to determine per diem allowed costs. Certain adjustments are made in allowable costs in the cost-finding process to ensure that costs used for rate-setting are [costs] required for long-term [long term] care, [are costs] derived from the marketplace, and [are costs] incurred from economic and efficient use of resources.

(1)-(4) (No change.)

(5) Projected cost arrays. Cost area per diem expense will be rank-ordered from low to high to produce projected per diem expense arrays.]

(d) Rate-setting [Rate setting] methodology. Reimbursement rates for each class of service are determined by selecting the projected per diem expense times 1.07% from each cost area within each class of service which corresponds with the median [60th percentile] Medicaid day of service, and summing the cost area amounts to determine the [to arrive at] per diem reimbursement rates.

(1)-(2) (No change.)

(3) Cost area projected reimbursement [arrays]. Class rates are determined by selecting the median Medicaid day of service and corresponding per diem expense times 1.07% [60th percentile Medicaid day of service per diem expense from projected cost arrays].

(A) Patient care cost area [arrays]

(i)-(vi) (No change.)

(B) Dietary care cost area [arrays].

(i)-(vi) (No change.)

(C) Facility cost area [arrays].

(i)-(vi) (No change.)

(D) Administration cost area [arrays].

(i)-(vi) (No change.)

(4) Reimbursement rate determination for each reimbursement class. Each rate is determined by summing the four cost area amounts from within each reimbursement class selected [from the cost area arrays].

(A)-(F) (No change.)

(5) (No change.)

(e) (No change.)

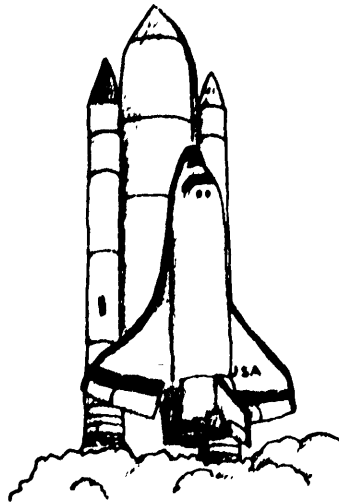
This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 30, 1983

TRD-8311068 Marlin W Johnston
 Commissioner
 Texas Department of Human
 Resources

Earliest possible date of adoption
 February 6, 1984

For further information, please call (512) 441-3355,
 ext. 2037



**Chapter 73. Civil Rights
Subchapter OO. Administrative
Disqualification Hearings**

**40 TAC §§73.4002, 73.4004, 73.4007,
73.4009**

(Editor's note: The text of the following rules proposed for repeal will not be published. The rules may be examined in the offices of the Texas Department of Human Resources, 706 Banister Lane, Austin, or in the Texas Register office, Room 503E, Sam Houston Building, 201 East 14th Street, Austin.)

The Texas Department of Human Resources proposes the repeal of §§73.4002, 73.4004, 73.4007, and 73.4009, concerning administrative disqualification hearings for intentional program violations of the Food Stamp Program. The department is deleting internal procedures from its rules.

David Hawes, programs budget and statistics director, has determined that for the first five year period the repeals are in effect there will be no fiscal implications for state or local government as a result of the repeal.

Mr. Hawes has also determined that for each year of the first five years the repeal is in effect the public benefit will be increased efficiency in the administrative operations of the department. There is no anticipated economic cost to individuals who are required to comply with the repeal.

Written comments are invited and may be sent to Susan L. Johnson, Administrator, Policy Development Support Division 740, Texas Department of Human Resources 153 B, P.O. Box 2960, Austin, Texas 78769, within 30 days of publication in this Register.

The repeal is proposed under the Human Resources Code, Title 2, Chapter 22, which authorizes the department to administer public assistance programs.

§73.4002 Requirement for Administrative Fraud Hearing

- §73.4004 Administrative Fraud Hearing Officer**
- §73.4007 Alternate Hearing Officer**
- §73.4009 Initiating the Administrative Fraud Disqualification Process**

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 30, 1983

TRD-8311067 Marlin W. Johnston
Commissioner
Texas Department of Human Resources

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 441 3355, ext 2037

40 TAC §73.4005, §73.4008

The Texas Department of Human Resources proposes amendments to §73.4005 and §73.4008, concerning administrative disqualification hearings for intentional program violations of the Food Stamp Program. The rules are amended to delete internal procedures.

David Hawes, programs budget and statistics director, has determined that for the first five year period the amendments will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules.

Mr. Hawes has also determined that for each year of the first five years the amendments as proposed are in effect the public benefit will be increased efficiency in the administrative operations of the department. There is no anticipated economic cost to individuals who are required to comply with the rules.

Written comments are invited and may be sent to Susan L. Johnson, Policy Development Support Division 740, Texas Department of Human Resources 153 B, P.O. Box 2960, Austin, Texas 78769, within 30 days of publication in this Register.

The amendments are proposed under the Human Resources Code, Title 2, Chapter 22, which authorizes the department to administer public assistance programs.

§73.4005 Designation of Hearing Officer. Hearings are conducted by an impartial official. [Any program director, supervisor (other than the supervisor responsible for supervising the worker who made the decision), or other person designated by the commissioner will act as the administrative fraud hearing officer in the respective region, except in those instances where he/she is disqualified or unable to act. Generally, the person designated to conduct fair hearings will also conduct administrative fraud hearings.]

§73.4008 Hearing Officer's Powers and Duties. The hearing officer [official will]

(1) **administers** [administer] oaths or affirmations;

(2) ensures [ensure] that all relevant issues are considered,

(3) requests, receives, and includes in [request, receive, and make part of] the record all evidence determined necessary to resolve the issues [decide the issues being raised],

(4) ensures an orderly hearing by regulating [regulate] the conduct and course of the hearing [consistent with due process to ensure an orderly hearing],

(5) orders [order, when relevant and useful,] an independent medical assessment or professional evaluation, if relevant and useful, from a source mutually satisfactory to the household and DHR [the department], and

(6) makes the final administrative decision concerning the hearing in the name of DHR [render a hearing decision in the name of the department, in accordance with this subchapter which will be the final administrative decision in the hearing]

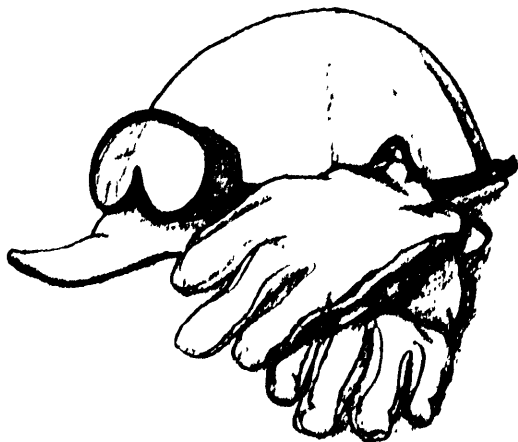
This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt

Issued in Austin, Texas, on December 30, 1983

TRD 8311066 Marlin W. Johnston
Commissioner
Texas Department of Human
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February 6, 1984

For further information, please call (512) 441-3355,
ext 2037



Subchapter PP. Hearing Procedure

40 TAC §§73 4101, 73 4103, 73 4107,
73 4109

The Texas Department of Human Resources proposes amendments to §§73 4101, 73 4103, 73 4107, and 73 4109, concerning procedures in administrative disqualification hearings for intentional program violations of the Food Stamp Program. The rules are amended to delete internal procedures.

David Hawes, programs budget and statistics director, has determined that for the first five year period

the amendments will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules

Mr. Hawes has also determined that for each year of the first five years the amendments as proposed are in effect the public benefit will be increased efficiency in the administrative operations of the department. There is no anticipated economic cost to individuals who are required to comply with the rules

Written comments are invited and may be sent to Susan L. Johnson, Policy Development Support Division 740, Texas Department of Human Resources 153 B, P.O. Box 2960, Austin, Texas 78769, within 30 days of publication in this Register

The amendments are proposed under the Human Resources Code, Title 2, Chapter 22, which authorizes the department to administer public assistance programs

§73 4101 Conduct of Hearing

(a) The hearing officer conducts the administrative disqualification hearing [The fraud hearing will be conducted by the hearing officer] as an informal proceeding, not as a formal court hearing. The participants are [will be] placed under oath, but the technical rules of evidence are [need] not required [be adhered to]

(b) [The hearing is recorded either by mechanical equipment or by a stenographer. The recording or stenographer's notes will be kept on file for three years after the hearing]

(c) At the [fraud] hearing, the hearing officer must [will] advise the household member or his representative that he [they] may refuse to answer questions during the hearing

§73 4102 Attendance at Hearing. If a household member chooses, a DHR representative must attend the hearing. Friends and relatives may also attend. The hearing is not open to the public. The household member or his [a] representative attends the hearing. The household member may request the presence of a DHR representative at least 10 days before the hearing. [The department representative must attend the hearing, if the household member requests that he attend. The household member must make the request at least 10 days before the hearing.] Otherwise, the DHR [department] representative may either attend the hearing or be available by telephone to allow [conference which allows] all participants [in the hearing] to ask questions and hear his responses. [If the household member chooses, friends or relatives of the household may attend the hearing. If space is limited, the hearing officer may limit the number of persons attending the hearing.]

§73 4103 Household Member's Rights during Hearing

[The household member may not be familiar with rules of order.] The hearing officer must give the household member or his representative an adequate opportunity to

(1) examine all relevant documents and records [to be used] at a reasonable time before [the date of the hearing] and during the hearing. [The contents of] The case record [are made available], including the applica-

tion form and documents of verification used to establish the household's ineligibility or eligibility and allotment amount, is also available. [Confidential information, such as the names of individuals who have disclosed information about the household without its knowledge or the nature or status of pending criminal prosecutions, is protected from release.] If the household member or his representative requests a copy, DHR [the department] provides a free copy of the portions of the case record that are relevant to the hearing. Confidential information is protected from release. It may include the names of people who have disclosed information about the household without its knowledge. Information that identifies the nature or status of pending criminal prosecutions is also confidential. Confidential information [that is protected from release] and other documents or records that the household may not otherwise have an opportunity to contest or challenge are not introduced at the hearing. They [and] do not affect the hearing officer's decision.

(2)-(6) (No change.)

§73 4107 Recessing the Hearing

(a) The household member may question or refute any additional testimony or evidence obtained after a recess.

(b) [In regulating the conduct and course of the hearing,] The hearing officer may order a recess [if he/she considers it necessary] to request and receive [, receive, and obtain] additional testimony or evidence [in order to decide the issues being raised]. He advises [The hearing officer should advise] the household member or his representative of the reason for the recess and the nature of the additional requested information [that is required].

[(c) The hearing will be reconvened when the witness, document, or other evidence is available so that the household member will have an opportunity to question or refute any testimony or evidence received. When reconvened, the hearing will be conducted as any other hearing.]

§73 4109 The Hearing Record and Decision

(a) Household members or the representative may inspect the hearing record during work hours. They may also copy it at their own expense. [The hearing record consists of the decision of administrative fraud hearing form, which is an official report containing the substance of what transpired at the hearing, together with all papers and requests filed in the proceeding. This record will be retained for audit and review purposes for three years from the month of origin. It will also be available to the household or its representative at any reasonable time for copying and inspection. The hearing officer's decision, as reflected on the decision of administrative fraud hearing form, is part of the record, specifies the reasons for the decision, identifies the supporting evidence and regulations, and responds to reasoned arguments of the household member or representative.]

(b) The hearing officer sends written notification of the decision to the household or to the appropriate DHR staff as indicated in §73 4111 of this title (relating to Notification of Hearing Decision). The hearing officer's decision: [The hearing officer completes the decision of administrative fraud hearing form not later than

five days after the close of the hearing, and sends written notification of the decision to the household and to the appropriate department staff.]

(1) specifies the reasons for the decision.

(2) identifies the supporting evidence and regulations.

(3) responds to reasoned arguments of the household member or his representative.

(c) The hearing record consists of the official report of the hearing. It also includes all papers and requests filed in the proceeding.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 30, 1983

TRD 8311065

Marlin W. Johnston
Commissioner
Texas Department of Human
Resources

Earliest possible date of adoption
February 6, 1984

For further information, please call (512) 441-3355,
ext. 2037

Part V. Veterans Land Board
Chapter 177. Veterans Housing
Assistance Program

40 TAC §§177.01-177.13

(Editor's note: The Veterans Land Board proposes for permanent adoption the new rules it adopts on an emergency basis in this issue. The text of the rules is published in the Emergency Rules section of this issue.)

The Veterans Land Board proposes new §§177.01-177.13, concerning the implementation and administration of the Veterans Housing Assistance Program.

The new sections provide for the appointment of an administrator to assist the board in overseeing the administration of the Veterans Housing Assistance Program; eligibility requirements for veterans and lending institutions to participate in the Veterans Housing Assistance Program; and housing construction standards for homes eligible for purchase under the program.

The Veterans Land Board proposes these new sections to establish eligibility requirements for the Veterans Housing Assistance Program, housing construction standards for homes to be eligible for the program, and the duties of the Veterans Housing Assistance Program administrator.

Harmon Lisnow, executive secretary, has determined that for the first five-year period the rules will be in effect there will be no fiscal implications for state or local government as a result of enforcing or administering the rules.

Mr Lisnow also has determined that for each year of the first five years the rules as proposed are in effect the public benefit anticipated as a result of enforcing the rules as proposed is that Texas veterans will be able to purchase new and existing homes at a lower interest rate than is currently available. This will make more individuals eligible for home loans which will stimulate the Texas housing industry.

There is no anticipated economic cost to individuals who are required to comply with the rules as proposed, except for the processing fees as set out in §177.06(a), concerning application procedures.

Comments on the proposal may be submitted to Jim Phillips, Legal Counsel, General Land Office, 1700 North Congress Avenue, Austin, Texas 78701.

These new sections are proposed under the provisions of the Natural Resources Code, §162.003, which authorizes the board to adopt rules governing the administration of the Veterans Housing Assistance Program.

This agency hereby certifies that the proposal has been reviewed by legal counsel and found to be within the agency's authority to adopt.

Issued in Austin, Texas, on December 29, 1983

TRD 8311019 Garry Mauro
 Chairman
 Veterans Land Board

Earliest possible date of adoption
February 6, 1984

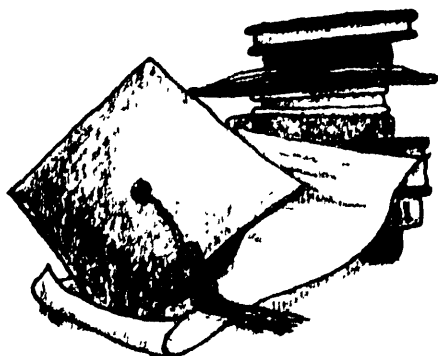
For further information, please call (512) 475-5881.

Adopted Rules

An agency may take final action on a rule 30 days after a proposal has been published in the *Register*. The rule becomes effective 20 days after the agency files the correct document with the *Texas Register*, unless a later date is specified or unless a federal statute or regulation requires implementation of the action on shorter notice.

The document, as published in the *Register*, must indicate whether the rule is adopted with or without changes to the proposal. The notice must also include paragraphs which explain the legal justification for the rule, how the rule will function, contain comments received on the proposal, list parties submitting comments for and against the rule, explain why the agency disagreed with suggested changes, and contain the agency's interpretation of the statute under which the rule was adopted.

If an agency adopts the rule without any changes to the proposed text, only the preamble of the notice and statement of legal authority will be published. The text of the rule, as appropriate, will be published only if final action is taken with alterations to the proposal. The certification information, following the submission, contains the effective date of the final action, the proposal's publication date, and a telephone number to call for further information.



TITLE 13. CULTURAL RESOURCES Part 1. Texas State Library and Archives Commission Chapter 1. Library Development Standards for Accreditation of a Major Resource System of Libraries in the Texas Library System

13 IAC §1.43

The Texas State Library and Archives Commission adopts an amendment to §1.43, without changes to the proposed text published in the November 4, 1983, issue of the *Texas Register* (8 TexReg 4534).

The amendment is adopted to conform to a federal requirement of a long range plan. The rule requires that

the long-range plan submitted by a major resource center under the Library Systems Act cover a three year period.

No comments were received regarding adoption of the amendment.

The amendment is adopted under the authority of Texas Civil Statutes, Article 5446a, §15d, which provide the Texas State Library and Archives Commission with the authority to approve rules and regulations for the Library Systems Act.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on December 28, 1983.

TRD 8310994

William D. Gooch
Assistant State Librarian
Texas State Library and Archives Commission

Effective date: January 19, 1984

Proposal publication date: November 4, 1983

For further information, please call (512) 475-2166.

Minimum Standards for Accreditation of Public Libraries in the State Library System

13 TAC §1.72

The Texas State Library and Archives Commission adopts an amendment to §1.72, without changes to

the proposed text published in the November 4, 1983, issue of the *Texas Register* (8 TexReg 4535)

The amendment is adopted to allow a public library the option of recovering charges for materials it borrows and for which the supplier charges a borrowing fee

The amendment adds an exception under the definition of public library services to give the public library the authority to charge for those materials for which it must pay a borrowing fee

No comments were received regarding adoption of the amendment

The amendment is adopted under the authority of Texas Civil Statutes, Article 5446a, §15d, which provide the Texas State Library and Archives Commission with the authority to approve rules and regulations for the Library Systems Act

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD 8310996 William D. Gooch
Assistant State Librarian
Texas State Library and Archives
Commission

Effective date January 19, 1984
Proposal publication date November 4, 1983
For further information, please call (512) 475-2166.

§ 15d, which provide the Texas State Library and Archives Commission with the authority to approve rules and regulations for the Library Systems Act

§1116 - Council Officers, Not Reappointed as Library Representative A representative is elected to council September 1, and, once elected to council, represents the system. Therefore, the representative shall complete his or her council term of three years, even though the council member may be replaced as the official representative of the member library. If the council member is replaced as the official representative, the new representative may vote in behalf of his or her library at the annual meeting of representatives to fill council vacancies. No individual library in the system shall have more than two representatives on the system advisory council.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD 8310996 William D. Gooch
Assistant State Librarian
Texas State Library and Archives
Commission

Effective date January 19, 1984
Proposal publication date November 4, 1983
For further information, please call (512) 475-2166.

System Advisory Council

13 TAC §§1 116-1 118, 1.123

The Texas State Library and Archives Commission adopts amendments to §1 116, with changes to the proposed text published in the November 4, 1983, issue of the *Texas Register* (8 TexReg 4536). Amendments to §1 117 and §1 118, and new §1 123, are adopted without changes and will not be republished.

The amendments to §§1 116-1 118, and new §1 123, are adopted to conform to the revision of the Library Systems Act, 68th Legislature, 1983. Section 1 116 is adopted with changes limiting the number of representatives one library may have on the system advisory council to avoid domination by a single member library. The sections establish the procedures under which the advisory councils will operate in the regional library systems.

Favorable comments were received concerning §1 116 and were supportive of the change to limit the number of representatives an individual library may have on the regional system advisory council. The Austin Public Library, the Dallas Public Library, and the San Antonio Public Library all commented in favor of the rules.

The amendments and new section are adopted under the authority of Texas Civil Statutes, Article 5446a,

TITLE 22. EXAMINING BOARDS Part XXI. Texas State Board of Examiners of Psychologists Chapter 463. Applications 22 TAC §463.6

The Texas State Board of Examiners of Psychologists adopts amendments to §463.6, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4836).

The amendments will insure that persons who become licensed to practice in the State of Texas have received supervised experience in an objective setting from someone other than a spouse or relative.

The amendments will insure that applicants gain supervised experience from someone other than a spouse or relative before applying to the board for licensure.

No comments were received regarding adoption of the amendments.

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are

reasonable and necessary for the proper performance of its duties and regulations of proceedings before it

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD-8310997 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036

22 TAC §463 8

The Texas State Board of Examiners of Psychologists adopts amendments to §463 8, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4836)

The deletion of the phrase addressing supervision in an exempt agency will provide more accurate information concerning the requirements of an applicant. The term "eligible for licensure" was never defined which provided an opportunity for incorrect assumptions concerning the board's requirements.

The amendments will insure that applicants receive supervised experience from a licensed psychologist to satisfy the requirements of the board.

No comments were received regarding adoption of the amendments.

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on December 28, 1983

TRD 8310998 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036.

22 TAC §463 17

The Texas State Board of Examiners of Psychologists adopts amendments to §463 17, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4837).

The amendments will put applicants on notice concerning the board's procedure for reviewing foreign degrees. The amendments will insure that foreign applicants satisfy the board's rule concerning foreign degree requirements.

No comments were received regarding adoption of the amendments.

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on December 28, 1983

TRD-8310999 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036

Chapter 465. Rules of Practice

22 TAC §465.3

The Texas State Board of Examiners of Psychologists adopts amendments to §465 3, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4837).

The amendments will provide information to applicants, certificands, licensees, and the public about acceptable listings for psychological associates.

No comments were received regarding adoption of the amendments.

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on December 28, 1983

TRD 8311000 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036

22 TAC §465.4

The Texas State Board of Examiners of Psychologists adopts the repeal of §465.4, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4838)

The rule is being repealed because the requirements already appear in the board's ethical principles

No comments were received regarding adoption of the repeal

The repeal is adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD-8311001 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036



22 TAC §465.6

The Texas State Board of Examiners of Psychologists adopts amendments to §465.6, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4838)

The amendments will reduce the paperwork required of supervisors and supervisees without reducing the responsibilities of the parties. The amendments will insure that supervisors submit affidavits of supervision rather than contracts of supervision.

No comments were received regarding adoption of the amendments

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reason-

able and necessary for the proper performance of its duties and regulations of proceedings before it

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD 8311002 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036.

22 TAC §465.7

The Texas State Board of Examiners of Psychologists adopts amendments to §465.7, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4839). (See also the December 2, 1983, issue, 8 TexReg 5001, for correction)

The change from submitting a supervision contract to submitting an affidavit of supervision will reduce the amount of paperwork required without reducing the amount of responsibility of the supervisor

The amendments will ensure that, instead of submitting a contract of supervision, the supervisor will submit an affidavit of supervision

No comments were received concerning adoption of the amendments

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD 8311002 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036.

22 TAC §465.9

The Texas State Board of Examiners of Psychologists adopts the repeal of §465.9, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4839).

The rule is being repealed because its contents have been incorporated into §465.18, concerning supervision guidelines

No comments were received regarding adoption of the repeal

The repeal is adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD-8311004 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036

22 TAC §465.18

The Texas State Board of Examiners of Psychologists adopts amendments to §465.18, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4840)

The amendments will change the requirements for a supervision contract to an affidavit of supervision to reduce the amount of paperwork required of a supervisor

The amendments will insure that the supervisor submits an affidavit of supervision rather than a contract of supervision

No comments were received regarding adoption of the amendments

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD 8311005 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036

22 TAC §465.20

The Texas State Board of Examiners of Psychologists adopts amendments to §465.20, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4841)

The amendments add the option of the board requiring an evaluation of the physical health status of a person whose certificate and/or license has been revoked, canceled, or suspended

The board will have the option of requiring a person to be evaluated by a physician concerning his/her physical health status

No comments were received regarding adoption of the amendments

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are reasonable and necessary for the proper performance of its duties and regulations of proceedings before it.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on December 28, 1983

TRD-8311006 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835-2036

Chapter 469. Specialty Certification Health Service Provider

22 TAC §469.2

The Texas State Board of Examiners of Psychologists adopts amendments to §469.2, without changes to the proposed text published in the November 22, 1983, issue of the *Texas Register* (8 TexReg 4841)

The amendments clarify that the rule is intended only for those licensees who do not hold a doctoral degree from a department of psychology

The amendments will provide information to applicants who are applying for specialty certification as a health service provider

No comments were received regarding adoption of the amendments

The amendments are adopted under Texas Civil Statutes, Article 4512c, §8(a), which provide the Texas State Board of Examiners of Psychologists with the authority to make all rules not inconsistent with the constitution and laws of this state which are

reasonable and necessary for the proper performance of its duties and regulations of proceedings before it

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority

Issued in Austin, Texas, on December 28, 1983

TRD 8311007 Patti Bizzell
Executive Director
Texas State Board of Examiners
of Psychologists

Effective date January 19, 1984
Proposal publication date November 22, 1983
For further information, please call (512) 835 2036

TITLE 28. INSURANCE

Part I. State Board of Insurance

(Editor's note: Because the State Board of Insurance's rules have not yet been published in the Texas Administrative Code (TAC) they do not have designated TAC numbers. For the time being, the rules will continue to be published under their Texas Register numbers. However, the rules will be published under the agency's correct TAC title and part.)

The following adoption submitted by the State Board of Insurance will be serialized in the January 10, 1984, issue of the *Texas Register*. Effective date for the document is January 13, 1984.

Powers and Duties
Examination Expenses and Assessments
059 01 16 003
(new)

The following adoption submitted by the State Board of Insurance will be serialized in the January 10, 1984, issue of the *Texas Register*. Effective date for the document is January 17, 1984.

Powers and Duties
Examination and Corporate Custodian and Tax
059 01 15 201, 206, 207, 209, 214,
216, 217, 220
(amendments)

A notice appeared in the January 3, 1984, issue of the *Texas Register* indicating that the following adoption would be serialized in this issue. Effective date for the published document is January 13, 1984.

Taxes and Fees
Assessment of Maintenance Tax, 1984
059 04 01 002
(new)

059.04.01.002

The State Board of Insurance adopts new Rule 059.04 01 002, without changes to the proposed text published in the November 15, 1983, issue of the *Texas Register* (8 TexReg 4739).

Rule 059 04 01 002 specifies rates of assessment on gross premium receipts for the 1983 calendar year to determine maintenance taxes to support certain functions of the State Board of Insurance. The rule applies to automobile insurance, casualty insurance and other lines regulated under the Insurance Code, Chapter 5, Subchapter B, fire and allied lines insurance, including inland marine, workers' compensation insurance, title insurance, and prepaid legal service contracts. The board is required to annually determine the rate of assessment for the types of insurance specified.

No comments were received regarding adoption of the new rule.

The new rule is adopted under authority of the Insurance Code, Articles 5 12, 5 24, 5 49, 5 68, 9 46, and 23 08, which provides the State Board of Insurance with the authority to set the rates for maintenance taxes to be charged each year for the types of insurance specified in the rule.

This agency hereby certifies that the rule as adopted has been reviewed by legal counsel and found to be a valid exercise of the agency's legal authority.

Issued in Austin, Texas, on December 20, 1983
TRD-8310773 James W. Norman
Chief Clerk
State Board of Insurance

Effective date January 13, 1984
Proposal publication date November 15, 1983
For further information, please call (512) 475-2950.

State Board of Insurance Exempt Filings

State Board of Insurance Notification Pursuant to the Insurance Code, Chapter 5, Subchapter L

(Editor's note: As required by the Insurance Code, Article 5 96 and Article 5 97, the Register publishes

notices of actions taken by the State Board of Insurance pursuant to Chapter 5, Subchapter L of the Code. Board action taken under these articles is not subject to the Administrative Procedure and Texas Register Act, and the final actions printed in this section have not been previously published as proposals.

These actions become effective 15 days after the date of publication or on a later specified date.

The text of the material being adopted will not be published, but may be examined in the offices of the State Board of Insurance, 1110 San Jacinto Street, Austin)

The State Board of Insurance has approved a revised policy form for the insurance agents' and brokers' Errors and Omissions "Claims Made" Program

The revised policy form was proposed by the U S Insurance Group The changes include

- (1) the Texas Amendatory Endorsement, FM1 .101 0 290(12 78)
- (2) the provision for selecting an optional deductible applicable to allocated claims expense
- (3) an aggregate deductible which limits the number of deductibles the company may assess the insured during an annual term The aggregate deductible will be three times the per claims deductible amount
- (4) "world wide acts" included in the territorial provision, as long as suit is brought within the United States of America, its territories and possessions, or Canada
- (5) an amendment of the cancellation provision to 60 days' notice except for nonpayment of premium
- (6) newly acquired agencies are automatically covered with 60-day notice to the company
- (7) changes in the form of ownership is covered subject to 60-day notice to the company

The proposed changes all incorporate features that are broader than those contained in the currently approved policy

The revised policy form is to be effective February 1, 1984.

This notification is filed pursuant to the Insurance Code, Article 5 97, which exempts it from the requirements of the Administrative Procedure and Texas Register Act

Issued in Austin, Texas, on December 29, 1983

TRD-8311075 James W Norman
Chief Clerk
State Board of Insurance

Effective date February 1, 1984
For further information, please call (512) 475-2950.

The State Board of Insurance has adopted amendments to the Texas Automobile Manual (Rule 059 05-01 005)

Section G of Rule 38 of the Texas Automobile Manual has been amended to include a new subsection 9, reading as follows

(9) Lone Star Driving School driving with space and visibility driver improvement course credit

(a) An auto afforded personal auto coverage shall be subject to a credit of 10% applied to the rate otherwise applicable, provided satisfactory evidence (certificate or photostat thereof issued by the Lone Star Driving School) is presented to the company that the principal operator of such auto has successfully completed the driving with space and visibility driver improvement course

(b) If the policy insures two or more autos the credit shall apply only to the autos principally operated by the person completing the driving with space and visibility driver improvement course

(c) The credit shall apply for a period of 36 months subsequent to the date of the issuance of the certificate Following such 36 month period in order to again qualify for such credit, the course must be successfully completed and evidence again presented to the company The credit shall only apply if the certificate is issued on or after February 1, 1984

Issued in Austin, Texas, on December 29, 1983

TRD-8311076 James W Norman
Chief Clerk
State Board of Insurance

Effective date February 1, 1984
For further information please call (512) 475-2950



Agencies with statewide jurisdiction must give at least seven days notice before an impending meeting. Institutions of higher education or political subdivisions covering all or part of four or more counties (regional agencies) must post notice at least 72 hours prior to a scheduled meeting time. Although some notices may be received too late for publication before the meeting is held, all those filed are published in the *Register*. Notices concerning state agencies, colleges, and universities must contain the date, time, and location of the meeting, and an agenda or agenda summary. Published notices concerning county agencies include only the date, time, and location of the meeting. These notices are published alphabetically under the heading "Regional Agencies" according to the date on which they are filed.

Any of the governmental entities named above must have notice of an emergency meeting, or an emergency revision to an agenda, and the reason for such emergency posted for at least two hours before the meeting is convened. Emergency meeting notices filed by all governmental agencies will be published. However, notices of emergency additions or revisions to a regional agency's agenda will not be published since the original agenda for the agency was not published.

All notices are posted on the bulletin board outside the Office of the Secretary of State on the first floor of the East Wing in the State Capitol. These notices may contain more detailed agendas than space allows to be published in the *Register*.

Open Meetings

Coordinating Board, Texas College and University System

Thursday, January 26, 1984. Committees of the Coordinating Board, Texas College and University System will meet in the board room, Bevington A. Reed Building, 200 East Riverside Drive, Austin. Times, committees, and agendas follow.

9:30 a.m. The Financial Planning Committee will consider ratification of investment transactions since October 28, 1983; revised headcount enrollment forecasts to 1995, formulas for use by the governor and Legislative Budget Board in making appropriations recommendations to the legislature, and for use by public institutions of higher education in preparing appropriations requests for the 1985-1987 biennium; and definitions of the elements of institutional costs for public institutions of higher education upon the basis of which appropriations shall be made and financial records maintained.

10:30 a.m. The Student Services Committee will consider adoption of proposed emergency amendments to rules and regulations for the Tuition Equalization Grants Program regarding eligible students criteria (Rule 21.125) and ratification of the interest

rate set for certain loans made by the Hinson-Hazlewood College Student Loan Program.

10:45 a.m. The Senior College and University Committee will consider matters relating to nonexempt private degree-granting institutions operating in Texas and matters relating to the Committee on Senior Colleges and Universities.

11:30 a.m. The Health Affairs Committee will consider the request by the University of Texas Health Science Center at San Antonio to change the name of the Department of Anatomy to the Department of Cellular and Structural Biology and the name of the Graduate Program from Anatomy to Cellular and Structural Biology.

1 p.m. The Campus Planning and Physical Facilities Committee will consider matters related to the final adoption of amendment to rules pertaining to criteria for approval of new construction and major repair and rehabilitation projects (Rules 17.24-17.26); requests for endorsement of construction and rehabilitation projects; and requests for endorsement of acquisition of real property.

Friday, January 27, 1984, 9 a.m. The Coordinating Board, Texas College and Univer-

sity System, will meet in the board room, Bevington A. Reed Building, 200 East Riverside Drive, Austin. According to the agenda summary, the board will consider resolutions of appreciation for former board members; matters relating to the Committee on Financial Planning and Administration; a resolution endorsing a constitutional amendment to provide funds for facilities construction, repair and rehabilitation, and equipment to the nonpermanent university fund institutions of higher education and to provide for expansion of the permanent university fund to include all institutions of the University of Texas System and the Texas A&M University System; matters relating to the Committee on Health Affairs, the Committee on Campus Planning and Physical Facilities Development, and the Committee on Student Services; matters relating to nonexempt private degree-granting institutions operating in Texas; and the Committee on Senior Colleges and Universities.

Contact: Kenneth H. Ashworth, P.O. Box 12788, Austin, Texas 78704, (512) 475-4361.

Filed: January 2, 1984, 2:28 p.m.
TRD-840016-840021

Texas Department of Corrections

Monday, January 9, 1984, 8 a.m. The Board of the Texas Department of Corrections made an addition to the agenda of a meeting to be held in Room 103, 815 11th Street, Huntsville. The addition concerns the business section of the board agenda.

Contact: D. V. McKaskle, P.O. Box 99, Huntsville, Texas 77340, (409) 295-6371, ext. 160.

Filed: December 30, 1983, 2:11 p.m.
TRD-8311074

Texas Employment Commission

Tuesday, January 3, 1984, 10 a.m. The Texas Employment Commission met in emergency session in Room 644, TEC Building, 15th Street and Congress Avenue, Austin. According to the agenda, the commission discussed immediate actions that will be taken by the agency to assist individuals unemployed because of the damage caused by the freezing weather conditions in the Lower Rio Grande Valley and what action will be taken if disaster unemployment assistance is granted by the President of the United States. The emergency statutes were necessary for planning and implementing emergency services for individuals affected by the severe weather conditions.

Tuesday, January 10, 1984, 9 a.m. The Texas Employment Commission will meet in Room 644, TEC Building, 15th Street and Congress Avenue, Austin. According to the agenda summary, the commission will consider prior meeting notes, internal procedures of the Office of Commission Appeals, and action on higher level appeals in unemployment compensation cases in Docket 2; and set the date of the next meeting.

Contact: Courtenay Browning, Room 608, TEC Building, 15th Street and Congress Avenue, Austin, Texas 78778, (512) 397-4415.

Filed: January 2, 1984, 4:04 p.m.
TRD-840025, 840024

**Texas Health Facilities
Commission**

Thursday, January 12, 1984, 1:30 p.m. The Texas Health Facilities Commission will meet in Suite 305, Jefferson Building, 1600 West 38th Street, Austin. According to the agenda summary, the commission will consider the following applications.

Certificate of Need
Hurst Day Surgery Center, Hurst
AS83-0721-047
Wind Crest Nursing Center,
Copperas Cove
AN83-0802-077
Corpus Christi Nursing Center,
Corpus Christi
AN83-0728-068

Motion for Rehearing/Petition for
Reconsideration
• Western Hills Care Center, Fort Worth
AN83-0513-488

Consideration of Alleged Violation
Bryan Radiology Associates, Bryan
E83-1007-025

A routine business meeting will also be held after the open meeting.

Contact: John R. Neel, P.O. Box 50049, Austin, Texas 78763.

Filed: January 2, 1984, 9:22 a.m.
TRD-840002

Texas Historical Commission

Friday, January 6, 1984, 9:30 a.m. The National Register Committee of the Texas Historical Commission will meet in the conference room, second floor, 108 West 16th Street, Austin. Items on the agenda include a discussion of application procedures for Texas historic preservation grants, a review of federal funding for fiscal year 1984, and an update on federal projects.

Contact: Joe Oppermann, P.O. Box 12276, Austin, Texas 78711, (512) 475-3094.

Filed: December 29, 1983, 4:08 p.m.
TRD-8311027



State Board of Insurance

Tuesday, January 10, 1984, 10:30 a.m. The Commissioner's Hearing Section of the State Board of Insurance will meet in Room 342, 1110 San Jacinto Street, Austin. According to the agenda, the section will conduct a public hearing in Docket 7513—application for authority to issue variable annuity contracts by New York Life Insur-

ance and Annuity Corporation, Wilmington.

Contact: John Brady, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2287.

Filed: December 29, 1983, 11:33 a.m.
TRD-8311009

Tuesday, January 10, 1984, 2 p.m. The State Board of Insurance will meet in Room 414, 1110 San Jacinto Street, Austin. According to the agenda, the board will conduct a public hearing to consider a motion for stay of Commissioner's Order 83-3169 filed by James Hilton Hilliard, and a motion for stay of Commissioner's Order 83-3170 filed by Hilton Hilliard Insurance Designs, Inc.

Contact: Pat Wagner, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2950.

Filed: December 30, 1983, 9:16 a.m.
TRD-8311030

Tuesday, January 10, 1984, 2:30 p.m. The State Board of Insurance will meet in Room 414, 1110 San Jacinto Street, Austin. According to the agenda summary, the board will hear the commissioner's and fire marshal's reports, board orders on several different matters as itemized on the complete agenda, a joint motion for dismissal of appeal of Ranger Lloyds from action of the Texas Catastrophe Property Insurance Association, a decision on the appeal of Luz Alejandro Candelaria from action of the Joint Underwriting Association, proposed rules respecting uniform examination for applicants for licensure to write insurance upon any one life in excess of \$5,000, proposed rules respecting uniform examination for applicants for licensure as accident and health insurance agents, and final adoption of the rate-related amendments to Rule 059.09.07.001 (Title Manual) which were considered by the board as agenda items 2, 4, 6-8, and 11 at the November 2, 1983, title insurance hearing. The board will also meet in executive session to consider personnel matters.

Contact: Pat Wagner, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2950.

Filed: December 30, 1983, 2:44 p.m.
TRD-8311079

Wednesday, January 11, 1984, 9 a.m. The State Board of Insurance will meet in the hearing room, DeWitt C. Greer Building, 11th and Brazos Streets, Austin. According to the agenda, the board will conduct a public hearing to consider commercial and private passenger automobile insurance manual rules, rating plans, classification plans, statistical plans, and policy and en-

dorsement forms; and commercial automobile insurance rates and rating plans.

Contact: Pat Wagner, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2950.

Filed: December 29, 1983, 2:55 p.m.
TRD-8311022

Wednesday, January 11, 1984. The Commissioner's Hearing Section of the State Board of Insurance will conduct public hearings in Room 342, 1110 San Jacinto Street, Austin. Times and dockets follow.

9 a.m. Docket 7498—application for original charter of Enterprise Fire and Casualty Company, Irving.

Contact: J. C. Thomas, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-4353.

Filed: December 29, 1983, 11:33 a.m.
TRD-8311010

10:30 a.m. Docket 7499—application for original charter of Secured Risk Life Insurance Company, Irving.

Contact: Tom McFarling, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-1076.

Filed: December 29, 1983, 11:33 a.m.
TRD-8311011

1:30 p.m. Docket 7536—application for approval of amendments to the charter of Great Midwest Life Insurance Company, Dallas, increasing the authorized capital from \$100,000 to \$200,000.

Contact: John Brady, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2287.

Filed: December 29, 1983, 11:33 a.m.
TRD-8311012

Thursday, January 12, 1984, 10 a.m. The State Board of Insurance will meet in Room E, John H. Reagan Building, 105 West 15th Street, Austin. According to the agenda summary, the board will hold a public hearing to consider amendments to the *Texas Basic Manual of Rules, Classifications and Rates for Workers' Compensation and Employers Liability Insurance 1980 Edition* and the Standard Provisions for Workers' Compensation and Employer's Liability Policies.

Contact: Pat Wagner, 1110 San Jacinto, Austin, Texas 78786, (512) 475-2950.

Filed: December 29, 1983, 2:55 p.m.
TRD-8311023

Tuesday, January 12, 1984, 1:30 p.m. The Commissioner's Hearing Section of the State Board of Insurance will meet in Room 342, 1110 San Jacinto Street, Austin. According to the agenda, the section will conduct a public hearing in Docket 7535—ap-

plication of Robert C. Hill, Philip Charles Hubert, Billie Melville Gannaway, Malcolm Cordell Hull and Donald Frank Lovelady to acquire control of Mid-Western Life Insurance Company of Texas, Dallas.

Contact: John Brady, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2287.

Filed: December 29, 1983, 11:32 a.m.
TRD-8311013

Friday, January 13, 1984, 9 a.m. The State Board of Insurance will meet in Room 414, 1110 San Jacinto Street, Austin. According to the agenda, the board will hold a public hearing to consider the appeal of Chicago Insurance Company from Commissioner's Order 83-2538.

Contact: Pat Wagner, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2950.

Filed: December 29, 1983, 2:55 p.m.
TRD-8311024

Addition to the above agenda:

Consideration of the appeal of First Women's Life Insurance Company from Commissioner's Order 83-2580.

Contact: Pat Wagner, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2950.

Filed: December 29, 1983, 2:55 p.m.
TRD-8311025

Monday, January 16, 1984. The Commissioner's Hearing Section of the State Board of Insurance will conduct public hearings in Room 342, 1110 San Jacinto Street, Austin. Times and dockets follow.

9 a.m. Docket 7462—whether First Texas Titleshares, Inc., has complied with Commissioner Order 83-3410, dated November 15, 1983.

Contact: Tom McFarling, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-1076.

Filed: December 29, 1983, 11:32 a.m.
TRD-8311014

11 a.m. Docket 7514—whether the surplus lines agent's license held by Ernie A. Tucker doing business as Agri-Business Surplus Lines Agency, Lubbock, should be canceled or revoked.

Contact: J. C. Thomas, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-4353.

Filed: December 29, 1983, 11:32 a.m.
TRD-8311015

3:30 p.m. Docket 7515—whether the surplus lines agent's license held by Allied

Underwriters General Agency, Inc., Houston, should be canceled or revoked.

Contact: John Brady, 1110 San Jacinto Street, Austin, Texas 78786, (512) 475-2287.

Filed: December 29, 1983, 11:32 a.m.
TRD-8311016

Texas Board of Land Surveying

Wednesday, January 11, 1984, 3 p.m. The Executive Committee of the Texas Board of Land Surveying will meet in Suite 210W, Austin. According to the agenda summary, the committee will conduct an informal hearing on Complaint 83-6, Joe Page Moore of El Paso.

Contact: Betty J. Pope, 1106 Clayton Lane, Suite 210W, Austin, Texas 78723, (512) 452-9427.

Filed: December 30, 1983, 9:16 a.m.
TRD-8311031

Thursday, January 12, 1984, 8 a.m. The Texas Board of Land Surveying will meet in Suite 210W, 1106 Clayton Lane, Austin. According to the agenda, the board will meet to review applications, correspondence, conduct interviews, hear committee reports, discuss old and new business, and prepare examinations for the February exam.

Contact: Betty J. Pope, 1106 Clayton Lane, Suite 210W, Austin, Texas 78723, (512) 452-9427.

Filed: December 30, 1983, 9:16 a.m.
TRD-8311032

Texas State Board of Medical Examiners

Saturday, January 14, 1984, 10 a.m. The Ad Hoc Committee to Study Proposed Rule on Chapter 169 of the Texas State Board of Medical Examiners will meet at 1101 Camino LaCosta, Austin. According to the agenda, the committee will discuss a proposed rule concerning authority of physicians to supply drugs. The board will also meet in executive session under authority of Texas Civil Statutes, Article 6252-17, as related to Texas Civil Statutes, Article 4495b, §4.50(d), §5.06(e)(1), and Attorney General Opinion H-484, 1974.

Contact: Jean Davis, P.O. Box 13562, Austin, Texas 78711, (512) 475 0741.

Filed: December 29, 1983, 10:10 a.m.
TRD-8310987

**Texas Board of Licensure for
Nursing Home Administrators**

Tuesday, January 17, 1984, 10 a.m. The Texas Board of Licensure for Nursing Home Administrators will meet at 3407 IH 35 North, Austin. According to the agenda, the board will conduct a formal hearing before a hearing officer authorized and approved by the attorney general of the State of Texas in the matter of Eleanor S. Knowles, 3735; Virginia D. Smith, 4117; Kay S. Bray, 3950; Nancy L. Raulston, 3941, and Linda Rae Smith, 4250; to determine disciplinary action based upon failure to comply with educational requirements as cited in 22 TAC §245.3(c)(8), and Texas Civil Statutes, Article 4442d, §11(1)(a). This hearing is being held in accordance with Texas Civil Statutes, Article 4442d, §11, and the licensee and/or legal representation have been properly notified in accordance with the Administrative Procedure and Texas Register Act

Contact: Dottie Mathieson, 3407 IH 35 North, Austin, Texas, (512) 479-0922.

Filed: December 29, 1983, 10:09 a.m.
TRD-8310988

Board of Pardons and Paroles

Monday-Friday, January 16-20, 1984, 9 a.m. daily. The Board of Pardons and Paroles will meet at 8610 Shoal Creek Boulevard, Austin. According to the agenda, the board will review cases of inmates for parole consideration; take action on requests for executive clemency; review and act upon reports regarding administrative releasees; review procedures affecting the daily operation of staff; consider and act regarding needed administrative rule changes; take action upon gubernatorial directives; take action concerning certifying and contracting with community residential facilities; and consider and act in personnel matters.

Contact: John W. Byrd, 8610 Shoal Creek Boulevard, Austin, Texas, (512) 459-2716.

Filed: January 2, 1984, 10:25 a.m.
TRD-840011

**Public Utility Commission of
Texas**

The Hearings Division of the Public Utility Commission of Texas will meet in Suite

450N, 7800 Shoal Creek Boulevard, Austin. Days, times, and dockets follow.

Monday, January 9, 1984, 10 a.m. A prehearing conference in Docket 5545—inquiry into the operations of Windy's Water Works.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: December 30, 1983, 2:42 p.m.
TRD-8311080

Wednesday, January 11, 1984, 1:30 p.m. A prehearing conference in Docket 5482—application of MHI Water System, Inc., for a certificate of convenience and necessity within Johnson County.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: January 2, 1984, 9:06 a.m.
TRD-840000

Wednesday, January 18, 1984, 10 a.m. A rescheduled hearing in Docket 5269—application of Dallas Stonewood, Inc., for water and sewer certificates of convenience and necessity within Denton County. The hearing was originally scheduled for January 4, 1984.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: December 29, 1983, 2:54 p.m.
TRD-8311026

Tuesday, January 31, 1984, 9 a.m. A hearing in Docket 5480—inquiry into the rates of Denman's Water Company.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: December 29, 1983, 10:09 a.m.
TRD-8310989

Thursday, February 9, 1984, 10 a.m. A hearing in Docket 5490—inquiry into refusal to serve by North County Water Corporation concerning an application of North County Water Corporation to amend a certificate of convenience and necessity within McLennan County.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: December 30, 1983, 2:42 p.m.
TRD-8311081

Tuesday, February 14, 1984, 9:30 a.m. A hearing in Docket 5500—application of

General Telephone Company of the Southwest to eliminate extended area service between the Bonham and Ector exchanges.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: December 30, 1983, 9:17 a.m.
TRD-8311033

Wednesday, February 15, 1984, 9:30 a.m. A hearing on the merits in Docket 5501—application of General Telephone Company of the Southwest to eliminate extended area service between the Pilot Point and Tioga exchanges.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: December 30, 1983, 10:04 a.m.
TRD-8311045

Friday, February 24, 1984, 10 a.m. A hearing in Docket 5520—inquiry into the service rendered by South Ellis County Water Supply Corporation.

Contact: Rhonda Colbert Ryan, 7800 Shoal Creek Boulevard, Austin, Texas 78757, (512) 458-0100.

Filed: January 2, 1984, 2:30 p.m.
TRD-840022

**State Purchasing and General
Services Commission**

Tuesday, January 10, 1984, 9 a.m. The State Purchasing and General Services Commission will meet in Room 916, L.B.J. Building, 111 East 17th Street, Austin. According to the agenda, the commission will consider recommending a rule change which would increase specified monetary limits now set out in Texas Civil Statutes, Article 601b, §3.08(a); receive a staff analysis of purchases made under the multiple award contract for photocopier equipment; hear a staff presentation on the implementation of "Finding 5—Space Management", monthly commission reports, and the recommendation of the operational audit report; and set the time and date for the next meeting of the commission. The commission will also meet in executive session to consider the purchase of real properties; namely, T.E.C. properties, Gammon Insurance Company property, and land for the Aircraft Pooling Board; and consider personnel matters relating to staffing for vacant positions and a proposed organiza-

tional structure and staffing for internal audit and voucher processing.

Contact: Homer A. Foerster, P.O. Box 13047, Austin, Texas 78711, (512) 475-2211, or STS 822-2211.

Filed: January 2, 1984, 11:19 a.m.
TRD-840012

Railroad Commission of Texas

Tuesday, January 3, 1984, 9 a.m. The Oil and Gas Division of the Railroad Commission of Texas made an emergency addition to the agenda of a meeting held in Room 309, 1124 IH 35 South, Austin. The addition concerned whether or not to use state funds to plug an unidentified leaking well in Tom Green County. The emergency status was necessary because this well is leaking into a water supply which could cause damage to life and the environment

Contact: Willis Steed, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1301.

Filed: December 30, 1983, 10:35 a.m.
TRD-8311046

Monday, January 9, 1984, 9 a.m. Divisions of the Railroad Commission of Texas will meet at 1124 IH 35 South, Austin. Divisions, meeting rooms, and agendas follow

The Administrative Services Division will meet in Room 309 to consider and act on the division director's report on division administration, budget, procedures, and personnel matters.

Contact: Roger Dillon, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1211.

Filed: December 30, 1983, 10:33 a.m.
TRD-8311047

The Automatic Data Processing Division will meet in Room 309 to consider and act on the division director's report on division administration, budget, procedures, equipment acquisitions, and personnel matters

Contact: Bob Kmetz, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1204.

Filed: December 30, 1983, 10:34 a.m.
TRD-8311048

The Flight Division will meet in Room 309 to consider and act on the division director's report on division administration, budget, procedures, and personnel matters.

Contact: Ken Fossler, 1124 IH 35 South, Austin, Texas 78704, (512) 445-1103.

Filed: December 30, 1983, 10:34 a.m.
TRD-8311049

The Gas Utilities Division will meet in Room 309 to consider various matters falling within the Railroad Commission's Gas Utilities Division regulatory jurisdiction.

Contact: Lucia Sturdevant, P.O. Drawer 12967, Austin, Texa. 78711, (512) 475-0461.

Filed: December 30, 1983, 10:36 a.m.
TRD-8311050

The Office of Information Services will meet in the third floor auditorium to consider and act on the division director's report on division administration, budget, procedures, and personnel matters.

Contact: Brian W. Schaible, P.O. Drawer 12967, Austin, Texas 78711.

Filed: December 30, 1983, 10:37 a.m.
TRD-8311051

The LP-Gas Division will meet in Room 309 to consider and act on the division director's report on division administration, budget, procedures, and personnel matters.

Contact: Hugh F. Keepers, P.O. Drawer 12967, Austin, Texas 78711.

Filed: December 30, 1983, 10:37 a.m.
TRD-8311052

The Oil and Gas Division will meet in Room 309 to consider various matters falling within the Railroad Commission's oil and gas regulatory jurisdiction.

Contact: Liz Nauert, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1307.

Filed: December 30, 1983, 10:36 a.m.
TRD-8311053

Additions to the above agenda:

Consideration of Docket 7B-80,572—application of Mercury Exploration Company for net gas-oil ratio authority for the Jones "A" 1 (17652) well in the Ace Jones (Canyon) Field, Jones County.

Contact: Bob Rago, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1363.

Filed: December 30, 1983, 10:36 a.m.
TRD-8311054

Consideration of Docket 4-81,062—review of temporary field rules in the White Point East Deep (Crumpton) and White Point East Deep (Guedin Lower) Fields, San Patricio County.

Contact: Doug Johnson, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1286.

Filed: December 30, 1983, 10:35 a.m.
TRD-8311055

Consideration of category determinations under the Natural Gas Policy Act of 1978,

§§102(c)(1)(B), 102(c)(1)(C), 103, 107, and 108.

Contact: Madalyn J. Girvin, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1209.

Filed: December 30, 1983, 10:35 a.m.
TRD-8311056

Consideration of Docket 8-81,658—application of Exxon Corporation for temporary field rules for the Saint Lawrence (Strawn) Field, Glasscock County.

Contact: Greg Waner, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1293.

Filed: December 30, 1983, 10:34 a.m.
TRD-8311057

Consideration of whether or not to institute legal action against LB&B Transports, Sterling Browning, doing business as Sterling Browning Tank Truck Service, and Keith Rains.

Contact: Glenn Jordan, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1229.

Filed: December 30, 1983, 10:33 a.m.
TRD-8311058

The Personnel Division will meet in Room 309 to consider and act on the division director's report on division administration, budget, procedures, and personnel matters.

Contact: Herman L. Wilkins, P.O. Drawer 12967, Austin, Texas 78711, (512) 445-1120.

Filed: December 30, 1983, 10:36 a.m.
TRD-8311059

The Office of the Special Counsel will meet in the third floor conference room to consider and act on the division director's report relating to pending litigation, state and federal legislation, and other budget, administrative, and personnel matters.

Contact: Walter Earl Lihe, 1124 IH 35 South, Austin, Texas 78701, (512) 445-1186.

Filed: December 30, 1983, 10:33 a.m.
TRD-8311060

The Surface Mining and Reclamation Division will meet in Room 309 to consider and act on the division director's report on division administration, budget, procedures, and personnel matters.

Contact: J. Randel (Jerry) Hill, 105 West Riverside Drive, Austin, Texas, (512) 475-8751.

Filed: December 30, 1983, 10:37 a.m.
TRD-8311061

The Transportation Division will meet in Room 309 to consider various matters fall-

ing within the commission's transportation regulatory jurisdiction.

Contact: Sandy Yates, 1124 IH 35 South, Austin, Texas 78704, (512) 445-1330.

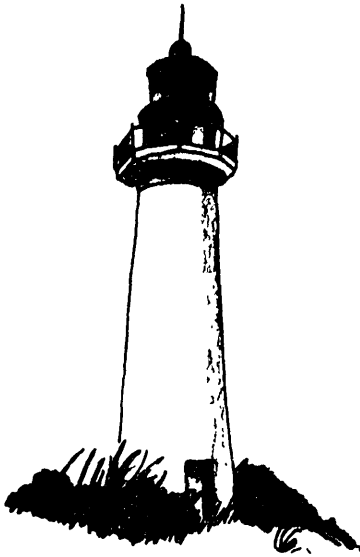
Filed: December 30, 1983, 10:34 a.m.
TRD-8311062

Addition to the above agenda:

Consideration of final adoption and hearing in Docket 05.534A1NR, new 16 TAC §§5.534-5.537, concerning agricultural permits.

Contact: Sandy Yates, 1124 IH 35 South, Austin, Texas 78704, (512) 445-1330.

Filed: December 30, 1983, 10:33 a.m.
TRD-8311063



State Securities Board

Monday, January 16, 1984, 1 p.m. The securities commissioner of the State Securities Board will conduct a hearing at 1800 San Jacinto Street, Austin. According to the agenda summary, the hearing will be held for the purpose of determining whether a cease and desist order should be issued prohibiting the sale of securities issued by Alaska Land Leasing, Inc., Tundra Oil, Inc., and Prudhoe Uplands 34-132 Associates, and offered and sold by Pacific Matrix Group, Ltd., Clark Shattuck, Vic Gainer, Charles Weller, also known as Chuck Weller, David Kane, Terry J. Risenhoover, Terrance M. O'Neill, Wayne Terry, and Michael A. Gordon.

Contact: Sue B. Roberts, 1800 San Jacinto Street, Austin, Texas, (512) 474-2233.

Filed: December 30, 1983, 3:39 p.m.
TRD-8311082

Boards for Lease of State-Owned Lands

Tuesday, January 10, 1984, 2 p.m. The Board for Lease of Texas Department of Corrections of the Boards for Lease of State-Owned Lands will meet in Room 831, General Land Office, Stephen F. Austin Building, 1700 North Congress Avenue, Austin. According to the agenda, the board will approve the minutes of the previous board meeting and consider and approve nominations, terms, conditions, and procedures for the April 3, 1984, oil, gas, and other minerals lease sale.

Contact: Linda K. Fisher, 1700 North Congress Avenue, Room 835, Austin, Texas 78701, (512) 475-4307.

Filed: January 2, 1984, 2:58 p.m.
TRD-840023

Texas Water Commission

Tuesday, January 10, 1984, 10 a.m. The Texas Water Commission will meet in Room 118, Stephen F. Austin Building, 1700 North Congress Avenue, Austin. According to the agenda summary, the commission will consider applications for water district bonds, release from escrow, change order, water quality proposed permits, amendments and renewals, amendment to certificate of adjudication, water use permit, and the filing and setting of hearing dates.

Contact: Mary Ann Hefner, P.O. Box 13087, Austin, Texas 78711, (512) 475-4514.

Filed: December 29, 1983, 1:44 p.m.
TRD-8311017

Friday, January 27, 1984, 10 a.m. The Texas Water Commission will meet in the auditorium, City of Houston Health Department, 1115 North MacGregor, Houston. According to the agenda summary, Exxon Chemical Americas, Houston Chemical Plant, 8230 Stedman Street, Houston, Texas 77029, has applied to the Texas Department of Water Resources for a proposed Permit HW-50010-000 to authorize the storage and transfer of Class I, hazardous/industrial solid waste generated from plant sources. The permit is a requirement of the Federal Resource Conservation and Recovery Act, amended 1980, and the Texas Solid Waste Disposal Act. The applicant proposes no significant change in the hazardous waste generation and storage practices at the plant. A permit issued pursuant to this application will not authorize

any disposal of hazardous waste at the plant site. These hazardous wastes include organic resins, solvents and mixed chemical waste, solid organic polymers and resins, wastewater, sludge containing organics, spent solvents, water treatment sludge, ester unit filter cake, clean up solids, and miscellaneous plant residues. Waste from off-site sources is limited to that generated by applicant-owned facilities. The storage facilities consist of two storage tanks with a combined capacity of 2,332 million gallons, four concrete basins with a combined capacity of 4,800 gallons, a container storage area (one steel dumpster bin) which has a capacity of 350 gallons, and container storage area for 863 55-gallon drums, with a total capacity of 47,500 gallons. The applicant shall secure and maintain in full force at all times a bond or other financial assurance to provide for proper and adequate closure of the facility. Discharge of any waste, wastewaters, or contaminated rainfall runoff into or adjacent to waters in the state will not be authorized by this permit. No substantive changes have been made on the notice—only clarification at the request of the applicant. The original notice was published in the December 23, 1983, issue of the *Texas Register*.

Contact: James K. Rourke, Jr., P.O. Box 13087, Austin, Texas 78711, (512) 475-1339.

Filed: December 30, 1983, 1:52 p.m.
TRD-8311069

Tuesday, February 7, 1984, 9:30 a.m. The Texas Water Commission will meet in Conference Room 4100A, City of Houston City Hall Annex, 900 Bagby Street, Houston. According to the agenda summary, the commission will consider the following applications.

Ellis Cattle Company, 2825 Wilcrest, Suite 312, Houston, Texas 77042, has applied to the Texas Department of Water Resources for proposed Permit 12850-01 to authorize a discharge of treated domestic wastewater effluent at a volume not to exceed an average flow of 100,000 gallons per day from the proposed Landing at Cedar Bayou Wastewater Treatment Plant, which is to serve a proposed mobile home subdivision.

Magna Corporation/Baker International, P.O. Box 33387, Houston, Texas 77054, has applied to the Texas Department of Water Resources for an amendment to Permit 01969 to authorize an increase in the disposal of treated wastewater from a volume not to exceed an average flow of 5,800 gallons per day to 25,000 gallons per day of process and treated domestic waste-

water from a specialty surface-active agent manufacturing plant. The applicant proposes to add land application, by irrigation on 33 acres of land, as part of the treatment process, and also to move sampling points downstream of the irrigated fields. Rainfall runoff, at volumes variable with rainfall, may be discharged from the irrigated fields through Outfalls 001 and 002. Any water that cannot be irrigated due to adverse weather will be hauled to a permitted waste disposal well for disposal.

Contact: Teresa P. Salamone, P.O. Box 13087, Austin, Texas 78711, (512) 475-1418.

Filed: December 30, 1983, 1:53 p.m.
TRD-8311070, 8311071

Wednesday, February 8, 1984, 9 a.m. The Texas Water Commission will meet in Room 308, Brazoria County Courthouse, Angleton. According to the agenda summary, the commission will consider the following applications

Retail Sales Corporation, doing business as Stone Road Mobile Home Park, 3701 Kirby Drive #384, Houston, Texas 77098, has applied to the Texas Department of Water Resources for proposed Permit 12803-01 to authorize a discharge of treated domestic wastewater effluent at a volume not to exceed an average flow of 16,000 gallons per day from the proposed Stone Road Mobile Home Park Sewage Treatment Plant, which is to serve a mobile home park.

Bluebonnet Environmental Systems, Incorporated, P.O. Box 581, Coldspring, Texas 77331, has applied to the Texas Department of Water Resources for proposed Permit 12809-01 to authorize a discharge of treated domestic sewage effluent at a volume not to exceed an average flow of 25,000 gallons per day from the proposed Willow Manor Mobile Home Park Sewage Treatment Plant which is to serve a mobile home park.

Contact: James R. Larkins, P.O. Box 13087, Austin, Texas 78711, (512) 475-1468.

Filed: December 30, 1983, 1:53 p.m.
TRD-8311072, 8311073

Thursday, February 9, 1984, 10 a.m. The Texas Water Commission will meet in Room 119, Stephen F. Austin Building, 1700 North Congress Avenue, Austin. According to the agenda summary, the commission will consider the following applications

The United States Department of the Air Force, Kelly Air Force Base/2851 ABG, San Antonio, Texas 78241, has applied to the Texas Department of Water Resources

for an amendment to Permit 02356 to authorize more stringent limitations on ammonia nitrogen and less stringent limitations on cadmium, phenols, and chemical oxygen demand at Outfall 001; to require separation of stormwater and process wastes and treatment of process water at Outfall 004; and to place total toxic organic limitations on Outfalls 001 and 004 effective July 1, 1984. Limits for phenol shall be .13 pound per day until completion of new wastewater treatment facilities at which time limitations of 1.46 pounds per day will become effective. The existing permit currently authorizes a discharge of treated and untreated process water at a volume not to exceed an average flow of 1.75 million gallons per day from Outfall 001 and variable volume from Outfalls 002, 003, and 004 from an aircraft repair operation, a hazardous waste storage area, and vehicle repair shops. The applicant proposes to expand and replace existing wastewater treatment facilities.

Macwood, Incorporated, P.O. Box 399, Arlington, Texas 76010, has applied to the Texas Department of Water Resources for proposed Permit 12816-01 to authorize a discharge of treated domestic wastewater effluent at a volume not to exceed an average flow of 25,000 gallons per day from the proposed Sunshine Country Acres Wastewater Treatment Plant, which will serve a mobile home park.

Contact: Phillip J. Paine, P.O. Box 13087, Austin, Texas 78711, (512) 475-1468.

Filed: January 2, 1984, 9:55 a.m.
TRD-840004, 840005

Wednesday, February 15, 1984, 9 a.m. The Texas Water Commission will meet in the city council room, second floor, City Hall, 212 North Bonner Avenue, Tyler. According to the agenda summary, the commission will consider the following applications.

Rally Car Wash, Inc., P.O. Box 1712, Tyler, Texas 75701, has applied to the Texas Department of Water Resources for proposed Permit 12783-01 to authorize a discharge of treated domestic wastewater effluent at a volume not to exceed an average flow of 51,000 gallons per day from the proposed Pine Cove Estates Wastewater Treatment Plant, which is to serve residents of a mobile home park.

H. L. Longcrier III, doing business as Longcrier Farms, Route 2, Box 221, Mineola, Texas 75773, has applied to the Texas Department of Water Resources for proposed Permit 02682 to authorize the disposal of agricultural waste, including

process wastewater, solid waste and rainfall runoff, from a 38-acre confined cattle operation. The applicant proposes to build wastewater retention facilities to retain and dispose of accumulated wastewater and solid waste. The facilities will consist of cattle holding pens, wastewater retention facilities, irrigation equipment, diversion dikes and 1,000 acres of farm and pasture land for disposal of accumulated wastes. No discharge of pollutants into the waters of the state is authorized.

Contact: Joseph W. O'Neal, P.O. Box 13087, Austin, Texas 78711, (512) 475-2711.

Filed: January 2, 1984, 9:55 a.m.
TRD-840006, 840007

Texas Water Well Drillers Board

Tuesday, January 10, 1984, 9:30 a.m. The Texas Water Well Drillers Board will meet in Room 513-F, Stephen F. Austin Building, 1700 North Congress Avenue, Austin. According to the agenda summary, the board will consider approval of minutes; certification of applicants for registration; a request from Charles J. Gemkow to consider his application for licensing as a water well driller; whether to set the following complaints for public hearing for Dwaine Bright, Bob Cloer, Kenneth Clubb, Jim Cook, Clay N. Cross, Mark J. Shumbera, Lynn A. Stapleton, Luis Villalobos, and Ben Welty; applications for driller/trainee registration; registration of drillers, water well drillers, and investigators activities since the last board meeting; and staff reports.

Contact: Jack Overton, P.E., P.O. Box 13087, Austin, Texas 78711, (512) 475-3191.

Filed: January 2, 1984, 9:56 a.m.
TRD-840008

Regional Agencies

Meetings Filed December 29

The Archer County Appraisal District, Board of Directors, will meet in the commissioners courtroom, Archer County Courthouse, Archer City, on January 11, 1984, at 5 p.m. Information may be obtained from A. G. Reis, P.O. Box 1141, Archer City, Texas 76351, (817) 574-2172.

The Brazos Higher Education Authority, Inc., Board of Directors, met in emergency session at the City Club of Waco, 801 Washington Avenue, Waco, on January 4,

1984, at noon. Information may be obtained from Murray Watson, Jr., 111 South 18th Street, Waco, Texas 76701, (817) 753-0913.

The Brazos River Authority, Lake Management Committee, will meet at the lake supervisor's office, Possum Kingdom Lake, on January 6, 1984, at 10:30 a.m. Information may be obtained from Mike Bukala, P.O. Box 7555, Waco, Texas 76714-7555, (817) 776-1441.

The Dallas Area Rapid Transit, Legal Committee, met in the Strasburger Room, Dallas Bar Association, Belo Mansion, 2101 Ross Avenue, Dallas, on January 5 and 6, 1984, at 1 p.m. daily. Information may be obtained from Maurice M. Carter, Lock Box 12, Love Field Terminal Building, Dallas, Texas 75235, (214) 358-3217.

The Edwards Underground Water District, Board of Directors, will meet in the conference room, fourth floor, Tower Life Building, 310 South St. Mary's, San Antonio, on January 10, 1984, at 10 a.m. Information may be obtained from Thomas P. Fox, 900 Tower Life Building, San Antonio, Texas 78205, (512) 222-2204.

The Hamilton County Appraisal District will meet in emergency session at the county appraisal office, Hamilton County Courthouse, Hamilton, on January 6, 1984 at 7 p.m. Information may be obtained from Doyle Roberts, P.O. Box 446, Hamilton, Texas 76531, (817) 386-8418.

The Palo Pinto Appraisal District, Board of Directors, will meet in the county courtroom, Palo Pinto, on January 11, 1984, at 3 p.m. Information may be obtained from John R. Winters, 100 Southeast fifth Street, Mineral Wells, Texas 76067, (817) 659-3651, (817) 659-3651.

The Scurry County Appraisal District, Board of Directors, met at 2612 College Avenue, Snyder, on January 3, 1984, at 7 p.m. Information may be obtained from L. R. Peveler, 2612 College Avenue, Snyder, Texas 79549, (915) 573-8549.
TRD-8310990

Meetings Filed December 30

The Brazos River Authority, Water Utilization Committee, will meet at 4400 Cobbs Drive, Waco, on January 9, 1984, at 9 a.m. The Canal Systems Policy Committee will meet at the same location on the same day at 11 a.m. Information may be obtained from Mike Bukala, P.O. Box 7555, Waco, Texas 76714-7555, (817) 776-1441.

The Comal County Appraisal District, Board of Review, met at 130 East Mill Street, New Braunfels, on January 4, 1984, at 9 a.m. Information may be obtained from Glenn L. Brucks, P.O. Box 1222, New Braunfels, Texas 78130, (512) 625-8597.

The Coryell County Appraisal District, Board of Directors, met at 105 North Seventh Street, Gatesville, on January 5, 1984, at 7 p.m. Information may be obtained from Darrell Lisenbe, P.O. Box 1421, Gatesville, Texas 76528, (817) 865-6593.

The Edwards County Appraisal District, Board, met at the new County Office Building, Rocksprings, on January 5, 1984, at 10 a.m. Information may be obtained from Judge R. L. Fred, Box 348, Rocksprings, Texas 78880, (512) 683-6570

The Gregg County Appraisal District, Board of Review, met at 2010 Gilmer Road, Longview, on January 4, 1984, at 2 p.m. Information may be obtained from William T. Carroll, 2010 Gilmer Road, Longview, Texas 75608, (214) 759-0015.

The San Patricio County Appraisal District, Board of Directors, will meet at the Courthouse Annex, Sinton, on January 12, 1984, at 9:30 a.m. Information may be obtained from Bennie L. Stewart, P.O. Box 938, Sinton, Texas 78387, (512) 364-5402.

The Tyler County Tax Appraisal District, Board of Directors, will meet at 1004 West Bluff, Woodville, on January 9, 1984, at 7 p.m. Information may be obtained from Leslie J. Silva, 1004 West Bluff, Woodville, Texas 75979, (409) 283-3736.

The Wise County Appraisal District, Board of Directors, met at 206 South State, Decatur, on January 5, 1984, at 9 a.m. In-

formation may be obtained from Angela Caraway, P.O. Box 509, Decatur, Texas 76234, (817) 627-3081.
TRD-8311035

Meetings Filed January 2

The Bexar-Medina-Atascosa Counties Water Control and Improvement District 1, Board of Directors, will meet at the district office, Highway 81, Natalia, on January 9, 1984, at 8 a.m. Information may be obtained from C. A. Mueller, P.O. Box 170, Natalia, Texas 78059, (512) 663-2132.

The Brown County Appraisal District, Board of Directors, will meet at 403 Fisk, Brownwood, on January 9, 1984, at 7 p.m. Information may be obtained from Alvis Sewalt, 403 Fisk, Brownwood, Texas 76801, (915) 643-5676.

The Copano Bay Soil Conservation District 329 will meet at Shay Plaza, 106 South Alamo, Refugio, on January 11, 1984, at 8:30 a.m. Information may be obtained from Jim Wales, Drawer 340, Refugio, Texas 78377, (512) 526-2334.

The Fisher County Appraisal District, Board of Directors, will meet in the commissioners courtroom, Fisher County Courthouse, Roby, on January 9, 1984, at 8 p.m. Information may be obtained from Kyle Moore, Route 1, Roby, Texas 79543, (915) 776-2733.

The Garza County Appraisal District, Board of Directors, will meet at the appraisal office, Courthouse, Post, on January 12, 1984, at 9 a.m. Information may be obtained from Jean M. Westfall, P.O. Drawer F, Post, Texas 79356, (806) 495-3518.

The Gonzales County Appraisal District, Board of Directors, will meet in Suite 201, Gonzales Bank Building, 508 St. Louis Street, Gonzales, on January 12, 1984, at 8:30 a.m. The Appraisal Review Board will meet at the same location on January 17, 1984, at 6 p.m. Information may be obtained from Nancy Seitz, P.O. Box 867, Gonzales, Texas 78629, (512) 672-2879.
TRD-840001

The *Register* is required by statute to publish applications to purchase control of state banks (filed by the banking commissioner); notices of rate ceilings (filed by the consumer credit commissioner); changes in interest rate and applications to install remote service units (filed by Texas Savings and Loan commissioner); and consultant proposal requests and awards (filed by state agencies, regional councils of government, and the Texas State Library and Archives Commission)

In order to aid agencies in communicating information quickly and effectively, other information of general interest to the public is published as space allows. This often includes applications for construction permits (filed by the Texas Air Control Board); applications for amendment, declaratory ruling, and notices of intent (filed by the Texas Health Facilities Commission); applications for waste disposal permits (filed by the Texas Water Commission), and notices of public hearing

In Addition

Texas Department of Agriculture Order Temporarily Halting the Shipment of Citrus Fruit from the South Texas Citrus Zone

Pursuant to the Texas Agriculture Code, Texas Citrus Fruit Standardization and Inspection Chapter, (§93.001 *et seq.*) and Chapter 12.002, the commissioner of agriculture hereby declares a 10-day embargo in which no fresh citrus fruit, except as specifically noted as follows, may be moved out of the South Texas Citrus Zone. This embargo shall be in effect from midnight on Friday, December 30, 1983, through midnight on Monday, January 9, 1984.

Fruit which was picked before the freeze (i.e., before 12:01 a.m. on December 25, 1983), and which was in the shed and protected from freezing temperatures, may still be shipped during this embargo. This embargo is being ordered to ensure that consumers throughout the world can continue to depend on the consistently high quality of fresh Texas citrus.

Issued in Austin, Texas, on December 28, 1983

TRD-8310986 Walter H. Richter
 Deputy Commissioner
 Texas Department of Agriculture

Filed: December 29, 1983

For further information, please call (512) 475-6686.

Texas Air Control Board Applications for Construction Permits

The Texas Air Control Board gives notice of applications for construction permits received during the period of December 19-23, 1983.

Information relative to the applications listed as follows, including projected emissions and the opportunity to com-

ment or to request a hearing, may be obtained by contacting the office of the executive director at the central office of the Texas Air Control Board, 6330 Highway 290 East, Austin, Texas 78723.

A copy of all material submitted by the applicant is available for public inspection at the central office of the Texas Air Control Board at the previously stated address, and at the regional office for the air quality control region within which the proposed facility will be located.

Listed are the names of the applicants and the cities in which the facilities are located; type of facilities; location of the facilities (if available); permit numbers; and type of application—new source or modification.

Allen Keller Company, Fredericksburg; burner; Keriville Highway 16 South; 6323A; modification

Dixico Inc., Dallas; coater-laminator and extruders; 1300 South Polk; 9409; new source

H. B. Zachry Company, Irving; portable rock crushing plant; Irving; 3304C; modification

Lewis Barker Seed Company, Inc., Coleman; seed and grain cleaning; Coleman; 3480A; modification

National Can Corporation, Houston; modernize can making; 8501 East Freeway; 9411; modification

Kilroy Company of Texas, Inc., Tilden; gas treating plant; La Jolla Ranch Plant; 9412; new source

Issued in Austin, Texas, on December 28, 1983.

TRD-8311008 Ramon Dasch
 Director of Hearings
 Texas Air Control Board

Filed: December 29, 1983

For further information, please call (512) 451-5711, ext. 354

**Texas Health Facilities
Commission
Applications Accepted for
Amendment, Declaratory Ruling,
and Notices of Intent**

Notice is hereby given by the Texas Health Facilities Commission of applications accepted as of the date of this publication. In the following list, the applicant is listed first, file number second, the relief sought third, and a description of the project fourth. DR indicates declaratory ruling; AMD indicates amendment of previously issued commission order; CN indicates certificate of need; PFR indicates petition for reissuance; NIE indicates notice of intent to acquire major medical equipment; NIEH indicates notice of intent to acquire existing health care facilities; NIR indicates notice of intent regarding a research project; NIE/HMO indicates notice of intent for exemption of HMO-related project; and EC indicates exemption certificate.

Should any person wish to become a party to any of the above-stated applications, that person must file a proper request to become a party to the application within 15 days after the date of this publication of notice. If the 15th day is a Saturday, Sunday, state or federal holiday, the last day shall be extended to 5 p.m. of the next day that is not a Saturday, Sunday, state or federal holiday. A request to become a party should be mailed to the chair of the commission c/o P.O. Box 50049, Austin, Texas 78763, and must be received at the commission no later than 5 p.m. on the last day allowed for filing of a request to become a party.

The contents and form of a request to become a party to any of these applications must meet the criteria set out in 25 TAC §515.9. Failure of a party to supply the necessary information in the correct form may result in a defective request to become a party.

Republic Health Corporation, Dallas
AH83-1219-453

NIEH—Request for a declaratory ruling that a certificate of need is not required for Republic Health Corporation to acquire Raleigh Hills Hospital, an existing 26-bed alcohol treatment facility with 26 alcohol treatment beds located in Dallas. The acquisition will result from a merger of Horizon Health Corporation, a Delaware corporation, with Republic Acquisition Corporation, a Delaware corporation and wholly-owned subsidiary of Republic Health Corporation. Horizon Health Corporation will be the surviving corporation and will become a wholly-owned subsidiary of Republic Health Corporation. Horizon Health Corporation owns and operates, through its wholly-owned subsidiary, Advanced Health Systems, Inc., Raleigh Hills Hospital. Advanced Health Systems, Inc., will become an indirect subsidiary of Republic Health Corporation but still a wholly-owned subsidiary of Horizon Health Corporation which will continue to own, operate, and manage Raleigh Hills Hospital through its wholly-owned subsidiary, Advanced Health Systems, Inc.

Nu-Med Hospitals, Inc., a newly formed subsidiary of Nu-Med, Inc., Encino, California
AH83-1216-432

NIEH—Request for a declaratory ruling that a certificate of need is not required for Nu-Med Hospitals, Inc., to acquire by purchase Doctor's Hospital, an existing 106-bed general acute care hospital located in Groves, from Doctor's Hospital, Inc.

Lantis Enterprises, Kearney, Nebraska
AN83-1214-429

NIEH—Request for a declaratory ruling that a certificate of need is not required for Lantis Enterprises to acquire by purchase Town Hall Estates, an existing 72-bed ICF nursing facility located in Breckenridge, from American Religious Town Hall Meeting, Inc.

Republic Health Corporation, who
AH83-1216-431

NIEH—Request for a declaratory ruling that a certificate of need is not required for Republic Health Corporation to acquire Raleigh Hills Hospital, an existing 45-bed general acute hospital with 18 medical/surgical and 27 alcohol treatment beds located in San Antonio. The acquisition will result from a merger of Horizon Health Corporation, a Delaware corporation, with Republic Acquisition Corporation a Delaware corporation and wholly-owned subsidiary of Republic Health Corporation. Horizon Health Corporation will be the surviving corporation and will become a wholly-owned subsidiary of Republic Health Corporation. Horizon Health Corporation owns and operates, through its wholly-owned subsidiary, Advanced Health Systems, Inc., Raleigh Hills Hospital. Advanced Health Systems, Inc., will become an indirect subsidiary of Republic Health Corporation but still a wholly-owned subsidiary of Horizon Health Corporation which will continue to own, operate, and manage Raleigh Hills Hospital through its wholly-owned subsidiary, Advanced Health Systems, Inc.

Republic Health Corporation, Dallas
AH83-1219-451

NIEH—Request for a declaratory ruling that a certificate of need is not required for Republic Health Corporation to acquire Raleigh Hills Hospital of Houston, an existing 70-bed general acute hospital with 35 medical/surgical and 35 alcohol treatment beds located in Houston. The acquisition will result from a merger of Horizon Health Corporation, a Delaware corporation, with Republic Acquisition Corporation, a Delaware corporation and wholly-owned subsidiary of Republic Health Corporation. Horizon Health Corporation will be the surviving corporation and will become a wholly-owned subsidiary of Republic Health Corporation. Horizon Health Corporation owns and operates, through its wholly-owned subsidiary, Advanced Health Systems, Inc., Raleigh Hills Hospital of Houston. Advanced Health Systems, Inc., will become an indirect subsidiary of Republic Health Corporation but still a wholly-owned subsidiary of Horizon

Health Corporation, which will continue to own, operate, and manage Raleigh Hills Hospital of Houston through its wholly-owned subsidiary, Advanced Health Systems, Inc.

Harrell Properties, Inc., for Corinth Manor Nursing Home, Dallas
AN81-0409-013A(111483)

CN/AMD—Request for an extension of the completion deadline from October 18, 1983, to January 31, 1984, in Certificate of Need AN81-0409-013 which authorized the certificate holder to relicense, certify, and operate an existing 26,997 square foot nursing home which has been closed for over 12 months.

Issued in Austin, Texas, on January 2, 1984

TRD-840003

J. Kay Trostle
Senior Hearing Officer
Texas Health Facilities
Commission

Filed: January 2, 1984

For further information, please call (512) 475-6940.

ty. The acreage is approximately 14, the number of units is approximately 372, and the owner/beneficiary is Dallas-Oxford Associates Limited Partnership, a partnership having Leo E. Zickler and Oxford Equities Corporation as general partners.

All interested persons are invited to attend the hearing to express their views on the projects and the issuance of the bonds. For details, contact Stan Kantrowitz, General Counsel, Texas Housing Agency, 411 West 13th Street, Suite 700, Austin, Texas 78701, (512) 475-0812 or (800) 792-1119.

Persons who intend to appear at the hearing and express views are encouraged to contact Mr. Kantrowitz before the hearing. Any interested persons unable to attend the hearing may submit their views in writing to Mr. Kantrowitz before the hearing. All written comments will be made available for review by all parties attending the public hearing.

Issued in Austin, Texas, on December 29, 1983.

TRD-8311034

Stan Kantrowitz
General Counsel
Texas Housing Agency

Filed: December 30, 1983

For further information, please call (512) 475-0812 or (800) 792-1119

Texas Housing Agency Public Hearing for Approval of Industrial Development Bonds for Residential Real Property

The Texas Housing Agency (THA) will conduct a public hearing concerning public approval for the issuance of industrial development bonds for residential real property. In accordance with federal law, the THA intends to seek public approval from the attorney general, the governor, or other applicable elected representative or designated official of the State of Texas for the issuance of a series of multifamily residential development revenue bonds (the bonds), in an amount not expected to exceed the following approximate amount.

The bonds, pursuant to the statutory authority of the THA, are being proposed to provide financing for sanitary, decent, and safe dwelling accommodations for persons and families of low income and families of moderate income. If issued, the bonds will constitute limited obligations of the THA. Neither the State of Texas nor any political subdivision, other than the THA, will be liable for the bonds. The bonds will not constitute a debt of the State of Texas.

The executive administrator or deputy administrator of the THA will hold public hearings on the residential projects proposed to be financed by the bonds. The hearing will be held Wednesday, January 11, 1984, at 2 p.m. at the Sheraton Northeast Hotel, 11350 LBJ Freeway, Dallas, Dallas County. The proposed residential project and description is as follows.

The mortgage loan amount is \$17.5 million. The locator is at the southeast corner of the intersection of the LBJ Freeway (I-635) and Jupiter Road, Dallas, Dallas Coun-

Texas Department of Mental Health and Mental Retardation Consultant Proposal Request

This request by the Texas Department of Mental Health and Mental Retardation (TDMHMR) for consulting services is filed under the provisions of Texas Civil Statutes, Article 6252-11c. All attachments referenced in this text are available for inspection at the Texas Department of Mental Health and Mental Retardation, 909 West 45th Street, Austin.

The Texas Department of Mental and Mental Retardation is an agency composed of approximately 26,000 employees charged with the care and treatment of the mentally ill and mentally retarded citizens of Texas. During 1982 approximately 36,000 citizens received services as residential clients in the department's facilities. An additional 133,000 citizens were served in 400,000 service engagements on an outpatient basis. Thirty-eight types of outpatient services were provided through 540 service locations.

The department's operation is based at its central office location in Austin. In addition, there are 28 department-operated inpatient facilities statewide, including 14 schools for the mentally retarded with 13 outpatient service locations, nine hospitals for the mentally ill with 61 outpatient service locations, five human development centers, and one research facility. There are also 31 community-based MHMR centers which receive grant-in-aid funding from the department and are subject to

department rules and regulations. These 31 community centers primarily provide outpatient care, each within a defined catchment area, through 349 service locations. As described in this paragraph, the Texas Department of Mental Health and Mental Retardation is a clearly decentralized, geographically-dispersed organization (Attachment I and II). Documents setting forth each facility's total budget for fiscal year 1984 and fiscal year 1985 and the number of employees also indicate the magnitude of the department's programs, operations, and staff (Attachment III).

Obviously, an organization such as the Texas Department of Mental Health and Mental Retardation must maintain a viable communication system. The cost of communicating is anticipated to rise, however, and there are indications that it will increase as special telephone rates for state agencies are phased out and as deregulation of the telephone industry continues.

There is an urgent need, therefore, for the TDMHMR to establish a uniform, definitive process to meet its communication needs, to improve existing telephone services; to access new services; and to ensure cost effective maintenance and management of resources allocated for these purposes.

Historically, the TDMHMR has addressed its telecommunications needs on an ad hoc basis, reacting to initiatives from the telephone companies, to recommendations in this area provided by the State Purchasing and General Services Commission, and to various special circumstances and situations affecting the individual department facilities.

This approach is no longer viable in light of recent and anticipated developments relating to the entire area of telecommunications. The department currently expends a significant amount of funds to meet its telecommunications needs (Attachment IV). In fiscal year 1984, for example, the department budgeted approximately \$3 million dollars for these purposes with similar amounts estimated for fiscal year 1985. Projected increases anticipated to occur during the current biennium are not included in these estimates. A review of travel costs indicates a very significant allocation of resources for this purpose by the department statewide (Attachment V). A significantly higher figure can be attributed to the cost of communication when the foregoing are combined with funds already expended in fiscal year 1983, budgeted in fiscal year 1984, and estimated for fiscal year 1985 for implementation of its distributed data processing plans, including related staffing and capital expenditures in the central office and at each facility.

It is apparent that the prudent management and oversight over these elements of cost requires a specific, clearly defined, viable approach involving top management to address these issues cost-effectively for the benefit of the department, its clients, and the taxpayers of the State of Texas. Recently, large private organizations, large state agencies, and institutions of higher learning have been moving toward a management structure which specifically identifies a telecommunications management function within the organizational hierarchy as a means of dealing with telecommunications planning and oversight issues.

The merits of these approaches in terms of the TDMHMR system should be considered.

Purpose of the Consultant Engagement. The primary purpose of this consulting engagement, therefore, is to identify in substantive terms the most effective approach for meeting the department's telecommunications requirements statewide through improved planning, coordination, guidance, and oversight to the facilities. The viability of an appropriate organizational component within the department's table of organization should be explored, which would be vested with ongoing responsibility in the following general areas:

(1) to ensure a viable telecommunication system for the TDMHMR system statewide, with adequate safeguards against obsolescence due to advances in telecommunications technology, data automation equipment, and data/voice integration capabilities;

(2) to ensure development of a comprehensive uniform policy on telecommunications service for the department responsive to recent, current, and future developments relating to deregulation of the telecommunications industry, divestiture of AT&T, rules and regulations promulgated by the State Purchasing and General Services Commission and the Public Utilities Commission, and consistent with state legislation/rider provisions enacted by the 68th Legislature, 1983, impacting the telecommunications planning by state agencies;

(3) to assess the impact on telecommunication services resulting from department plans already in place relative to implementation of a distributed data processing system;

(4) to evaluate existing communications systems, telephone systems, and related equipment at each of the department's facilities and the central office, including an overview or profile of existing telecommunications equipment, costs, services, management/organization, and technological limitations within each facility; and

(5) to address the need for accurate projections in the area of telecommunications costs for the department after January 1, 1984, as well as for development of budget requests for the next biennium relating to the department's projected telecommunications requirements.

Statement of Required Work and Deliverables. The consultant engagement should provide the commissioner of the TDMHMR with a report with specific recommendations on what approach should be utilized for:

(1) ensuring proper planning and oversight for improvement of existing systems, as well as alternatives to existing systems which are aimed at providing improved telecommunication service levels in a cost-effective manner;

(2) providing a coordinated approach to meeting the department's telecommunications requirements through fiscal year 1987 with appropriate legal, technical, and administrative assistance, and oversight from the central office to the facilities;

(3) determine the feasibility of, and justification for, establishment of a specific function within the department's organization responsible for telecommunications planning, coordination, and provision of technical assistance to facilities statewide;

(4) identifying and specifically recommending proven management strategies which should be utilized to ensure

involvement of top management at TDMHMR in facilitating fundamental changes mandated by advanced telecommunications technologies, divestiture of AT&T, and deregulation of the communication industry, as well as by directives, rules, and regulations from the executive and legislative branches of the state and federal government. Note: Essentially, the department requires from this engagement a methodology for addressing its telecommunications needs in light of advanced telecommunications technology, deregulation, the AT&T divestiture, and consistent with evolving state and federal policies in this area. The consultant engagement therefore should focus on how to deal with these issues and not on what should be done to resolve them.

Specific Deliverables for Inclusion in Consultant's Report. Within the framework of the general purpose and principal focus defined in preceding paragraphs for the consultant engagement, it is essential that the department's needs in the following areas be reviewed with specific recommendations set forth in the report as to how each might be addressed, and/or by providing the required information, if feasible, within the limited time constraints of the consultant engagement:

- (1) the need to lower or stabilize the cost of telecommunications service within and between the department's facilities throughout the state through better planning, more accurate cost projections, and improved budget preparation for telecommunications services statewide;
- (2) the need to provide accurate and uniform telecommunications cost accounting information and cost avoidance procedures for each facility of the TDMHMR;
- (3) the need to cost-effectively maximize usage of existing telephone systems and services;
- (4) the need to provide for improved guidance to the facilities with respect to utilization, access, and planning for new technologies in telecommunications;
- (5) the need for adequate procedures or staff functions for provision of immediate, short-term, and long-term central office oversight, direction, and legal/technical/administrative assistance to the department facilities to ensure proper planning for acquisition, maintenance, inventory control, cost analyses, cost projections, and cost accounting relating to telecommunication systems in the TDMHMR system;
- (6) the feasibility for establishment of a comprehensive department-wide telecommunications management function for the operational management and the development of long-range plans for the future enhancements of the department's telecommunication systems, including specific recommendations relative to the organizational placement of such a function, the number and level of skilled positions required, and a description of specific responsibilities;
- (7) the need to prevent proliferation of diverse communications systems and to ensure department-wide compatibility consistent with the statewide planning efforts being undertaken pursuant to direction of the 68th Legislature, 1983, as well as with ongoing department plans for a distributed data processing system;
- (8) the need to establish procedures for appropriate interfacing and coordination with appropriate agencies at the federal and state level including, but not limited to, the State Purchasing and General Services Commis-

sion, legislative committees, the Public Utility Commission of Texas, and the Federal Communications Commission;

(9) the need to anticipate or predict the impact of decisions of state and federal agencies on the department's plans in the area of telecommunication and to anticipate regulatory changes and rate increases in each of the department's operating regions that may affect existing levels of services or operating costs for each facility;

(10) the need to consider the feasibility for accessing viable technological advances and alternatives, such as integrating voice and data over common telecommunications networks; potential for local area networks at facility campuses; and the viability of utilizing fiber optics, satellite communications, coaxial cable, cellular radiotelephone, microwave, and other combinations of various technologies as components of the department's comprehensive telecommunications system planning;

(11) the need to devise a profile or a model of general characteristics for each facility's existing telecommunication system to determine, analyze, or assess the following specific areas. The profile should include for each facility:

- (A) a general description of each facility's telecommunication system;
- (B) approximate number of telephone station lines in use;
- (C) approximate number of telephone instruments in use;
- (D) general description of telecommunications equipment features in use and features available;
- (E) analysis of telecommunications equipment, current and projected utilization, and future requirements;
- (F) review of existing procedures for maintenance and inventory of telecommunications equipment at the facilities and recommendations for procedures after January 1, 1984;
- (G) general estimate of monthly expenses attributable to telecommunications services and analysis of cost accounting and control procedures;
- (H) general overview/assessment of the current agreements in place for provision of existing telecommunications systems and service contracts;
- (I) general overview/assessment of the projected service life, viability, or obsolescence of each facility's telecommunications system;
- (J) general estimates of projected costs at each facility for telecommunications for fiscal years 1985, 1986, and 1987, based on data and information currently available during the course of the consultant engagement;

(12) recommend specific procedures for appropriate interaction and interfacing between the department's facilities and the local operating companies, multiple vendors, and related communication service providers, to ensure a uniform and cost-effective approach with specific accountability to the central office;

(13) review the department's teleconferencing system (COMNET) to assess the effectiveness of its current operation, effective utilization by the department, and the efficiency of the management of the COMNET system. Specific recommendations for improvement and/or replacement of the current system provided and serviced by Southwestern Bell should be developed. Technological and operational management of the COMNET system

should be evaluated and alternatives identified in the recommendation;

(14) estimate and submit the impact of rate increase requests pending before the state Public Utility Commission on the department's facilities during the current biennium and on budget requests for the fiscal year 1986-1987 biennium;

(15) estimate and submit the impact of pending orders from the FCC, as well as legislation pending in Congress, relating to access charges on the department's facilities' costs for telecommunication; and

(16) recommend improved procedures for the review and analysis of the accuracy of the equipment itemization at each facility and the accuracy of the billings for such equipment. Note: The department is not requesting a verification of the inventory of equipment in place at each facility. The procedures for accomplishing this should be identified.

As indicated, a strategic planning document with specific recommendations for addressing each of the foregoing areas and for providing guidance and oversight to the department's facilities will be required as the final report from the consultant. Included in this plan will be recommendations for a uniform process generally applicable to all of the department's facilities for assessing the appropriateness and viability of emerging communications technologies, and for ensuring appropriate enhancement or replacement of a facility's telecommunications system as necessary to meet current and projected needs. Note: It is anticipated that much of the information required by the consultant can be provided by the department at the central office in Austin, thereby minimizing the need for site visits.

Because of the geographic location of the department's facilities, the consultant shall notify the commissioner's office in advance when the need arises for being on the premise of any one of the facilities. The commissioner's office will provide names of individuals at each facility as liaison for the purposes of this engagement

The consultant shall prepare the final report to include an executive summary such that the recommendations and decisions are understandable by nontechnical executive management staff of the department. To insure understanding, a glossary of all terms and abbreviations used which are not in common general usage shall be provided

Qualifications of Consultant. Consultants shall include the following in their proposal.

(1) consulting personnel to be assigned to this project, along with their resumes;

(2) projected cost per day of each such consultant personnel, with a specific delineation of the number of days each will be assigned, along with the total fixed consulting fee and payment schedule consistent with deliverables/milestone reports. Note: Travel and lodging expenses with a "not to exceed" limit must be identified in the fee schedule;

(3) a list of previous clients;

(4) a statement indicating that the consulting contractor has no affiliation with any manufacturer or distributor of any telecommunications equipment which would create a conflict of interest;

(5) an implementation plan to permit the commissioner's office to track progress of the consulting engagement will be required, along with a schedule providing for interim reviews, interim milestone reports, and dates for receipt of deliverables.

Responsibilities of the Commissioner's Office of the TDMHMR. The commissioner's office will notify central office department staff and facility directors in advance of site visits scheduled by the selected contractor. The commissioner's office will make every effort to supply or make available all records and information pertaining to each facility's telecommunication system to minimize the need for site visits. Site visits will be coordinated when necessary and approved in advance by the commissioner's office. The commissioner's office will provide the names of personnel and selected key department staff having the highest impact on the study and will coordinate their involvement with the contractor.

The commissioner's office will provide documents to the selected contractor relating to current and future plans for a distributed data processing system.

Submission of Proposal. A proposal sent by mail should be addressed to Charles Schotz, Executive Assistant to the Commissioner, Texas Department of Mental Health and Mental Retardation, P.O. Box 12668, Austin, Texas 78711. Hand-delivered proposals will be accepted daily between 8 a.m. and 5 p.m., except Saturdays, Sunday, or holidays, by Charles R. Schotz, Office of the Commissioner, Texas Department of Mental Health and Mental Retardation, 909 West 45th Street, Austin. One original and five copies of the proposal are to be provided. The final due date for proposals is 40 days from the date of this publication. Proposals received after that time will not be considered. Bidders are encouraged to submit proposals prior to the final deadline to facilitate review by the department staff.

For general information, contact Charles R. Schotz, Executive Assistant to the Commissioner, Texas Department of Mental Health and Mental Retardation, P.O. Box 12668, Austin, Texas 78711.

Additional information related to this engagement can be obtained for review by submitting a request in writing to Mr. Schotz. Such inquiries or requests for information should be minimal and submitted in writing, not by telephone. Responses will be at the discretion of the department.

Contract Award Procedures. Selection of a group of preferred candidates will be made on the basis of:

- (1) the written proposals submitted;
- (2) experience as reflected in the resumes of the personnel to be assigned;
- (3) an analysis of the fee schedule and related costs;
- (4) references from similar consulting engagements;
- (5) timeliness of completion dates. The objective is to obtain the report and recommendations as quickly as it can be reasonably accomplished. Therefore, emphasis will be placed on the consultant's ability to complete the study in an expeditious manner.

On February 27, 1984, the department will conduct a bidders' conference with interested consultants. This meeting

will convene in the board room at the department's central office, 909 West 45th Street, Austin, at 9:30 a.m. All interested consultants are urged to attend. The agenda for this meeting will include:

- (1) background overview and purpose of the CPR;
- (2) modifications and additions to the CPR (if any); and
- (3) questions about the proposed engagement from consultants and answers from appropriate members of the TDMHMR staff.

Interviews with preferred contractors will be held on Monday, March 5, 1984, in the board room at the department's central office, 909 West 45th Street, Austin, at 9 a.m. The department will award a contract to the firm or agency which is considered to be best able to perform the services requested. However, the department reserves the right to reject, in total or part, any and/or all proposals, should it be advantageous to do so. Selection and recommendation of the consultant will follow an oral interview of principals of each consultant firm by a panel of TDMHMR personnel chaired by the executive assistant to the commissioner. The final decision will be made with the approval of the commissioner of the TDMHMR not later than March 12, 1984, with the consultant engagement to commence not later than March 26, 1984.

Contractual Terms. The bidder should be aware that if the study results are not supplied to the TDMHMR within the guaranteed completion time bid, a penalty may be assessed and/or the contract may be canceled at the discretion of the TDMHMR. If a penalty is assessed, it will be calculated by dividing the number of working days bid in the guaranteed completion time into the fixed fee bid to derive a daily penalty assessment.

The TDMHMR reserves the right to cancel the contract immediately upon the delivery of written notice to the consultant if it is to the benefit of the State of Texas to do so.

Issued in Austin, Texas, on December 30, 1983

TRD-8311084 Charles R. Schotz
Executive Assistant to the
Commissioner
Texas Department of Mental
Health and Mental Retardation

Filed: December 30, 1983
For further information, please call (512) 465-4591

Railroad Commission of Texas Public Hearing

Pursuant to a request under the Administrative Procedure and Texas Register Act, Texas Civil Statutes, Article 6252-13a, §5(c), the Railroad Commission of Texas will conduct a public hearing on proposed 16 TAC §9.40 (concerning manufacturer's nameplates for American Society of Mechanical Engineers container(s)) and 16 TAC §§9.121, 9.123, 9.125, and 9.135 (concerning liquefied

petroleum gas bulk storage installations and equipment). The proposed rules were published for public comment in the November 4, 1983, issue of the *Texas Register* (8 TexReg 4536).

The public hearing was previously scheduled for December 22, 1983, but was postponed due to inclement weather. The hearing will be held on Tuesday, January 17, 1984, at 9 a.m. in the Cedar Room of the Quality Inn South, at 2200 IH 35 South, Austin.

Any interested member of the public may appear and offer comments. Oral presentations will be limited to ten minutes per witness. Cross-examination of witnesses will not be allowed; however, the presiding examiner may ask questions of any person testifying. Six copies of any prepared statement are requested to be filed by 10 a.m., January 16, 1984.

For further information, contact Jerry T. Maxwell, Hearings Examiner, LP-Gas Division, Railroad Commission of Texas, P.O. Drawer 12967, Austin, Texas, 78711.

Issued in Austin, Texas, on January 2, 1984.

TRD-8311083 Hugh F. Keepers
Director
LP-Gas Division
Railroad Commission of Texas

Filed: December 30, 1983
For further information, please call (512) 445-1186.

Texas Water Commission Applications for Waste Disposal Permits

Notice is given by the Texas Water Commission of public notices of waste disposal permit applications issued during the period of December 26-30, 1983.

No public hearing will be held on these applications unless an affected person has requested a public hearing. Any such request for a public hearing shall be in writing and contain the name, mailing address, and phone number of the person making the request, and a brief description of how the requester, or persons represented by the requester, would be adversely affected by the granting of the application. If the commission determines that the request sets out an issue which is relevant to the waste discharge permit decision, or that a public hearing would serve the public interest, the commission shall conduct a public hearing, after the issuance of proper and timely notice of the hearing. If no sufficient request for hearing is received within 30 days of the date of publication of notice concerning the applications, the permit will be submitted to the commission for final decision on the application.

Information concerning any aspect of these applications may be obtained by contacting the Texas Water Commission, P.O. Box 13087, Austin, Texas 78711, (512) 475-2678.

Listed is the name of the applicant and the city in which each facility is located; type of facility; location of the facility; permit number; and type of application—new permit, amendment, or renewal.

Period of December 26-30, 1983

Spring Branch Lake, Limited, Houston; sewage treatment plant; on the east side of McKean Drive and approximately 240 feet northeast of the intersection of McKean Drive and Vogue Lane; 12514-01; amendment

Kimberly-Clark Corporation, Paris; plant which manufactures disposable diapers; at 2200 19th Street, SW, within the southwest quadrant of the Highway Loop 286 and FM Road 137 intersection and southwest of the City of Paris, Lamar County; 02648; new permit

Vulcan Materials Company, San Antonio; ready mix batch concrete plant; on 3.96 acres, 300 feet south of Binz-Engleman Road approximately 0.8 mile west of IH 35 and the City of San Antonio in Bexar County; 02683; new permit

Freeport Carbonic Company, Inc., Missouri City; carbon dioxide liquefaction plant; in the southwest quadrant formed by the intersection of State Highway 288 and State Highway 332 near the City of Clute, Brazoria County; 02686; new permit

City of Tuscola; wastewater collection and treatment system; approximately 1.1 miles north of the City of Tuscola midway between the Texas and Pacific Railroad and the Atchison, Topeka, and Santa Fe Railroads in Taylor County; 12365-01; new permit

Mansell Brine Sales, Inc., Midland; brine well; on a 5.0 acre site in Andrews County approximately eight miles north of the City of Andrews along an oil field service road west of U.S. Highway 385, approximately one mile north of its intersection with FM Road 1967; BR50076; new permit

Rayford Road Municipal Utility District, Houston; wastewater treatment plant; north of Rayford Road, approximately 1.1 miles east of the intersection of Rayford Road and I-45 in Montgomery County; 12030-01; renewal

Issued in Austin, Texas, on December 30, 1983.

TRD-8340010

Mary Ann Hefner
Chief Clerk
Texas Water Commission

Filed: January 2, 1984

For further information, please call (512) 475-4514.

In the second issue of every month, a guide to agency activity for the previous month is published. Quarterly and annual indexes to the *Register* are published separately and bound in light blue for distinction

Also included in the Index section is a list of the Texas Administrative Code titles that were affected by the rule-making activity of the previous month.

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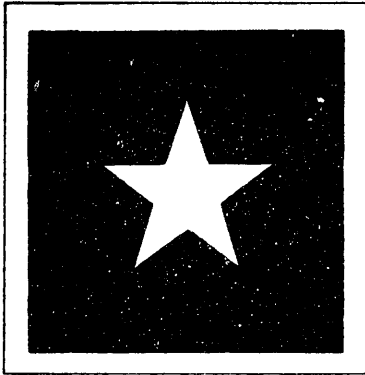


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