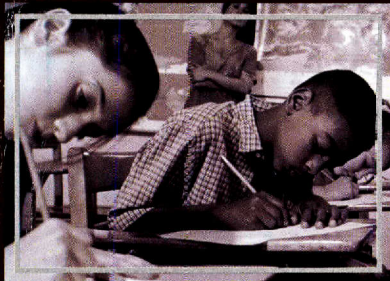




Study on Dual Credit Programs in Texas



A Report to the 80th Legislature from the Texas P-16 Council



Study on Dual Credit Programs in Texas

*A Report to the
80th Legislature from
the Texas P-16 Council*

*Submitted to the Governor,
Lieutenant Governor,
Speaker of the House,
Senate Committee on Education Chair,
Senate Subcommittee on Higher Education Chair,
House Committee on Public Education Chair,
House Committee on Higher Education Chair, and
Members of the Texas Legislature*

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January 2007



Texas P-16 Council

January 1, 2007

The Honorable Rick Perry, Governor of Texas
The Honorable David Dewhurst, Lieutenant Governor of Texas
The Honorable Tom Craddick, Speaker of the House
Members of the Texas Legislature

The Texas Education Code, Chapter 61, Subchapter C, Section 61.076, as established by House Bill 2808, 79th Texas Legislature, called for the P-16 Council to conduct a comprehensive review of existing district programs to determine the feasibility of offering a curriculum that provides students with at least 12 hours of dual credit coursework. During the Third Called Session, 79th Legislature, lawmakers passed House Bill 1, which included a provision requiring each school district (by Fall 2008) to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school.

Pursuant to this legislative directive, this report will recommend ways to address any issues or perceived issues that would impede the enrollment of students in this coursework.

The P-16 Council hereby submits its report on dual credit including recommendations for consideration by the 80th Legislature.

Respectfully submitted,

Handwritten signature of Shirley J. Neeley in cursive.

Commissioner Shirley Neeley, Ed.D.
Texas Education Agency

Handwritten signature of Raymond A. Paredes in cursive.

Commissioner Raymund A. Paredes, Ph.D.
Texas Higher Education Coordinating Board

Handwritten signature of Terrell I. Murphy in cursive.

Commissioner Terrell I. Murphy
Texas Department of Assistive
and Rehabilitative Services

Handwritten signature of Larry Temple in cursive.

Executive Director Larry Temple
Texas Workforce Commission

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The P-16 Council

History of the P-16 Council

In Texas, the P-16 collaborative began in 1998 as an informal network called the Public Education/Higher Education Coordinating Group. That group was formed by the Commissioners of the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB), along with the executive director of the State Board for Educator Certification (SBEC). Representatives from the legislature, the Governor's office, university systems and other state agencies, as well as education associations and business coalitions were invited to the meetings. It was important for the stakeholders and strategic partners to have a structure, however informal, to present ideas and discuss issues of mutual concern and interest such as the Advanced Placement/International Baccalaureate (AP/IB) Incentive Program, college readiness projects, role of community colleges, teacher recruitment and retention, dual/concurrent enrollment, minority enrollment and assessment.

In 2003, the Texas Legislature formalized the system by passing Senate Bill 286 which created the P-16 Council as defined in Sections 61.076 and 61.077 of the Education Code. In 2005, the Legislature modified and strengthened the P-16 statute by passing House Bill 2808, which amends Section 61.076 and repeals Section 61.077 of the Education Code. Section 61.076 outlines Council membership.

Council Members

In 2005, the 79th Regular Texas Legislature established the statutory members of the P-16 Council in House Bill 2808. Council members represent four Texas state agencies: the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), the Texas Workforce Commission (TWC), and the Texas Department of Assistive and Rehabilitative Services (DARS). Note: The State Board of Educator Certification (SBEC) remains a statutory member; however, subsequent legislation moved SBEC's responsibilities under the purview of TEA.

Members

Dr. Shirley Neeley
(Council Co-Chair)
Commissioner of Education
Texas Education Agency

Dr. Raymund A. Paredes
(Council Co-Chair)
Commissioner of Higher Education
Texas Higher Education Coordinating Board

Mr. Terrell I. Murphy
Commissioner
Texas Department of Assistive and
Rehabilitative Services

Mr. Larry Temple
Executive Director
Texas Workforce Commission

Committees and Focus Areas

Committees of the P-16 Council are comprised of education stakeholders from both public and higher education, legislative staff, and business and community members. The committees advise the Council on a number of topics, and membership is open to all interested persons. Current committees and area focus groups include:

- ADULT, CAREER, AND TECHNOLOGY EDUCATION
Addresses issues related to community colleges and adult education.
 - DEVELOPMENTAL EDUCATION SUBCOMMITTEE

- EDUCATOR QUALITY
Addresses issues related to excellence in educator recruitment, preparation, development, and retention.

- STUDENT ACADEMIC PREPARATION AND READINESS
Addresses issues related to students readiness and academic preparation.

- TEXAS P-16 PUBLIC EDUCATION INFORMATION RESOURCE (TPEIR)
Addresses issues related to data compilation and research. Maintains the Texas PK-16 Education Information Resource

Executive Summary

In 2005, the 79th Texas Legislature passed HB 2808 which required the P-16 Council (Council) to review existing school district programs that provide high school students with the opportunity to enroll in dual credit and concurrent enrollment courses. The bill further directed the Council to review the recommended high school program to determine the feasibility of offering an advanced curriculum that would allow a high school student to graduate with at least twelve hours of college-level coursework utilizing dual credit and/or concurrent enrollment courses.

During the Third Called Session, 79th Legislature, lawmakers passed House Bill 1, which included a provision requiring each school district by the Fall 2008 semester to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. Given the new legislative directive, the Council chose to examine how best to eliminate any issues or perceived issues that would impede the enrollment of students in dual credit courses.

The P-16 Council assigned oversight of the legislative charge in HB 2808 to the Student Academic Preparation and Readiness Committee (Committee). After reviewing the current dual credit program, along with the curriculum for the recommended high school program, the P-16 Council recommends the following:

- The P-16 Council supports the Legislature's directive (House Bill 1, 79th Legislature, Third Called Session) to create college readiness standards and recommends that public schools work with institutions of higher education to align the curriculum in the four high school foundation subjects (English language arts, mathematics, science and social studies) to reflect what students must know and be able to do to succeed in entry-level courses offered at institutions of higher education and in the skilled workforce.
- The Council recommends that websites for both the Texas Education Agency and the Texas Higher Education Coordinating Board post samples of the Institutional Agreements between secondary schools and public colleges that contain best practices from across the state.
- The Council recommends initiating a study to address funding issues, particularly for economically-disadvantaged students (i.e. cost of textbooks, transportation, methods and locations of content delivery, application of technology, etc.).
- The Council recommends an annual report on dual credit beginning in the Fall 2009 semester. The study may include the number of students involved, their socioeconomic status, their academic performance in the college-level coursework, and examine other data which may be indicators of success.

Legislative Basis

In an effort to promote dual credit and concurrent enrollment programs among high school students in Texas, the 79th Texas Legislature requested that a comprehensive review of existing school district programs to determine the feasibility of offering a curriculum that provided high school students with at least 12 hours of dual credit courses was needed. As a result, the Legislature adopted House Bill 2808 requiring:

1. The P-16 Council (Council) to review existing school district programs that provide high school students with the opportunity to enroll in advanced academic courses offered through dual credit and concurrent enrollment programs, including reviewing courses currently approved by districts and offered by institutions of higher education for dual and concurrent enrollment credit.
2. The Council to review the high school curriculum required for the recommended high school program under Section 28.025 and study the feasibility of offering a revised curriculum that would provide graduating high school students with at least 12 hours of advanced academic courses or college-level coursework offered through dual credit and concurrent enrollment programs provided under agreements between high schools and institutions of higher education.
3. The Council to prepare and deliver a report based on the review and study to the governor, the lieutenant governor, the speaker of the house of representatives, and the presiding officer of the standing committee of each house of the legislature with primary jurisdiction over public education.

Intervening Legislation

During the Third Called Session, 79th Legislature, lawmakers passed House Bill 1, which included a provision requiring each school district by the Fall 2008 semester to implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school.

Given the new legislative directive, this report will examine how best to eliminate any issues or perceived issues that would impede the enrollment of students in dual credit courses.

Process Used

At its November 2005 meeting, the P-16 Council assigned oversight of the legislative charge in HB 2808 to the Student Academic Preparation and Readiness Committee (Committee). The Committee, composed of members from public education, higher education, education-related groups, and teacher groups,¹ is a standing P-16 Council work group co-chaired by Dr. Ken Craycraft, vice chancellor at Texas State University System, and Dr. Lilita Valadez, assistant superintendent at Dallas Independent School District. The Committee met five times from January 2006 to June 2006 at the Texas Education Agency to discuss the charge

¹ See Appendix A for complete list of committee membership.

and draft recommendations. The report was adopted during the November 2006 P-16 Council meeting. This report will summarize some of the topics discussed at the meetings.

What is Dual Credit?

Several opportunities exist for students who want to earn college credit while still in high school. The College Board's Advanced Placement program (AP), the International Baccalaureate (IB) degree program and dual credit courses all offer advanced academic opportunities for high school upperclassmen. The difference between the programs is in how college credit is meted out to students who pass the courses.

Students who participate in AP or IB programs must pass standardized examinations for each course, and then the admitting college or university can decide how to award credit. A dual credit course, in contrast, is a college course taken by high school students for which the students earn both college and high school credit.² Therefore, dual credit courses, in most cases, transfer to any Texas public college or university, provided that the students receive a grade of "C" or better.³

With guaranteed college credit, students find dual credit courses more attractive than ever. In the past six years, the number of students taking dual credit courses has risen dramatically, from 18,638 in FY 2000 to 42,353 in FY 2006. And the increase is not confined to one ethnic group over another. Participation among all ethnic groups has accelerated over the years, with the largest growth coming from Hispanics who have tripled their involvement in the college-level courses.⁴

Among the primary goals of the state's P-16 system is to create a smooth transition from one level of learning to the next as well as create a wider range of learning experiences and opportunities for students in the final two years of high school. Increased student enrollment in dual credit courses promotes a seamless education system, embodied in the P-16 education system which stretches from preschool through a four-year college degree. As several committee members pointed out, dual credit courses can provide a more academically robust senior year, especially since the effort to reach college readiness standards would benefit them more than tedious courses. Further, the courses can provide first generation college students with the impetus to pursue postsecondary opportunities upon graduation from high school.

A 2005 case study reported in Jobs for the Future showed that Florida students who took one or more dual credit courses enrolled in postsecondary institutions at higher rates than students who did not.⁵ The data was particularly striking for minority students. Among African-American students, 70 percent of those who took dual credit courses attended higher education institutions, compared with 45 percent who did not. Among Hispanic

² Chapter 4, Subchapter D, Section 4.83, Texas Administrative Code.

³ See Chapter 4, Subchapter B, Texas Administrative Code, for requirements and limitations regarding transfer credit between public higher education institutions.

⁴ See Appendix B, Table 1 for more detailed data.

⁵ Nancy Hoffman, *Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students*, Jobs for the Future, 2005, p. 9.

students, 69 percent of dual credit students went to college or university as opposed to 54 percent who did not.

In Texas, retention and graduation data indicate similar findings. Students who enroll in dual credit courses attend college and earn some type of degree at a higher rate than those who do not participate in dual credit while in high school.⁶ Among Hispanics who enrolled in postsecondary institutions in Fall 2000, 77 percent who took dual credit courses were still enrolled in Fall 2001, compared with 62 percent who did not. Further, 32 percent of Hispanics who took dual credit graduated with Baccalaureate degrees versus 11 percent who did not take dual credit in high school.

The data are almost identical for African-Americans. Among those who enrolled in postsecondary institutions in Fall 2000, 78 percent who took dual credit courses were still enrolled in Fall 2001, as opposed to 59 percent who did not. Further, 34 percent of African-Americans who took dual credit graduated with Baccalaureate degrees compared with 11 percent who did not take dual credit in high school.

It is not just the college credits transferable to public state systems that make dual credit courses an attractive option. Families can save thousands of dollars in college tuition and fees. According to research conducted by the Southern Regional Education Board (SREB), students in SREB states (including Texas) could save, on average, \$1,680 in tuition and fees and more than \$4,000 in additional costs.⁷

Dual Credit in Texas

Dual credit is a partnership between public institutions of higher education (IHEs) and secondary schools. In FY 2000-2006, 18 universities delivered 35,974 semester credit hours to dual credit students. Conversely, 74 community and technical colleges delivered 1,696,269 semester credit hours to dual credit students.⁸

Of the 1,094 school districts and charter operators that provide high school courses, 713 districts, or 65 percent, offered dual credit courses in 2005. The courses cover a wide range of subjects, from criminal justice to culinary arts, entrepreneurship to electronics. Most of the students, however, stick to the basics by taking English, math and government.⁹ Those courses are guaranteed to transfer among every Texas public college and university as they are part of the core curriculum. But the question of transferability does not deter many students from taking courses that at first glance may seem unusual. These classes, such as Medical Terminology, afford students the opportunity to explore various occupations they may pursue upon graduation.

⁶ See Appendix B, Table 2 for more detailed data.

⁷ Rebecca Daugherty Kaye, Joan Lord, Gene Bottoms, *Getting Students Ready for College and Careers*, Southern Regional Education Board, 2006, p. 20.

⁸ See Appendix C for complete list of participating institutions.

⁹ See Appendix D for the statewide count of students receiving dual credit by course.

Recommended High School Program Curriculum

The curriculum for the Recommended High School Program requires students to complete courses in the following subjects: English Language Arts, Math, Science, Social Studies, Economics, Physical Education, Languages Other Than English, Health Education, Technology Applications, Fine Arts, Speech and Electives.¹⁰ With very few exceptions, every class required for graduation under the recommended program is taught through dual credit by at least one Texas school district/college partnership.

As previously mentioned, at least 65 percent of affected school districts offer dual credit courses. Under a provision in House Bill 1, 79th Third Called Session, the other 35 percent must offer the equivalent of at least 12 semester hours of college credit by Fall 2008. It may be more beneficial for school districts and institutions of higher education starting dual credit partnerships to concentrate on offering at least 12 hours of the core curriculum -- English, math, science, and social studies, courses which universities are statutorily required to accept.

Science courses are not as easy for high schools to offer on campus because of laboratory requirements for college-level work. Perhaps this will be addressed if high school labs are upgraded with the fourth year of science added. Rural students who cannot travel the distance to their partner college are also at a distinct disadvantage when it comes to participating in college-level science classes. When possible, however, institutions of higher education should offer the opportunity for high school students to study science on their campuses for dual credit.

Institutional Agreements

Before a dual credit partnership can commence, an institutional agreement must be approved by the governing boards or designated authorities of both the public school district and public college or university.¹¹ Although the academic partners do not have to file the agreements with any state agency, the following elements must be addressed: eligible courses; student eligibility; location of class; student composition of class; faculty selection, supervision and evaluation; course curriculum, instruction and grading; academic policies and student support services; transcribing of credit; and funding.

For example, the agreement may require high school students be taught on the college's campus in regular classrooms with college students. Or college professors may teach the class at the high school campus. In another agreement, a high school teacher approved by the Southern Association of Colleges and Schools (SACS) may teach the college-level course on the high school campus.¹²

¹⁰ See Appendix E for more detailed information.

¹¹ Chapter 4, Subchapter D, Section 4.84, Texas Administrative Code.

¹² The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the 11 Southern states (including Texas) for all higher education institutions that award associate, baccalaureate, master's or doctoral degrees. SACS requires all faculty teaching college-level courses to hold at least a master's degree including 18 graduate hours in the discipline.

As dual credit becomes more prevalent within the high school curriculum, there may be a need to utilize the best practices clearinghouse to promote those programs or initiatives that are considered cutting edge or exceptional models for others to follow, for the agreements between the academic partners. Samples or templates with frequently asked questions would assist the partnerships in crafting agreements that encourage high school students to stretch to meet college readiness standards.

Student Eligibility

One of the elements addressed in the agreement is student eligibility. Not every student qualifies for dual credit courses. Most dual credit students are high school juniors or seniors who meet all the college's regular prerequisite requirements designated for that course.¹³ Additionally, students must satisfy Texas Success Initiative (TSI) requirements prior to enrolling in dual credit courses.

TSI requirements for dual credit enrollment may be satisfied by achieving a minimum passing standard on the Texas Higher Education Assessment (THEA), the Assessment Skills for Successful Entry and Transfer (ASSET), the Computer Adaptive Placement Assessment and Support System (COMPASS), or the ACCUPLACER Computerized Placement Test, depending on which is accepted and available at a particular institution.¹⁴ Students may be exempt from this testing if they perform at or above standards set on the TAKS, ACT and SAT tests.¹⁵ Students may take college courses for dual credit only in areas related to the subject which they passed on the TSI. For example, a course in government requires passing the reading test while a science course requires passage of the math component.

The regular paper-and-pencil testing fee for the THEA is \$29, while the fees for the other three assessment tests vary according to the higher education institution. For example, St. Philip's College in San Antonio charges students a fee of \$15 for the ACCUPLACER, offered by The College Board, and the ASSET, offered by ACT. Conversely, Houston Community College charges students \$25 for both ASSET and COMPASS (also offered by ACT). Students are responsible for paying the fees associated with the assessment tests.

Based on the requirements necessary to enroll in dual credit courses, students must be academically prepared to undertake college-level courses. After all, high school students who perform poorly in dual credit courses may permanently mar their college transcript. House Bill 1 establishes several opportunities for students to prepare themselves for postsecondary experiences. For instance, the legislation creates vertical teams of faculty from both higher education and public education to align school curriculum with college readiness standards and expectations, as well as a high school allotment to be dispersed to school districts to promote college readiness among their students. In both provisions, high school students benefit from the increased emphasis on postsecondary preparedness.

¹³ Chapter 4, Subchapter D, Section 4.85(b), Texas Administrative Code.

¹⁴ Chapter 4, Subchapter C, Sections 4.56 and 4.57, Texas Administrative Code.

¹⁵ Chapter 4, Subchapter C, Section 4.54, Texas Administrative Code.

Funding

Who pays for dual credit courses? No mandate exists for colleges to charge tuition for dual credit.¹⁶ Many colleges and universities choose to waive tuition and fees for in-district high school students. But that may not always be the case. As discussed in the *Strategic Plan for Texas Public Community Colleges 2007-2011*, some community colleges, as a result of changing local economic conditions, have begun to charge tuition that they had previously waived.¹⁷

Several options exist for funding dual credit courses besides the waiving of tuition and fees. Students can pay for all associated costs, often at a reduced price. For instance, in the agreement between Coppell ISD and The University of Texas at Arlington, high school students enrolled in a three credit hour course, with no lab fees or course specific fees, pay \$275. At Paris Junior College, dual credit students who live in the district pay \$156 for a three credit hour course. Out of district students pay \$222.

Of course, this option limits the number of students who can enroll in dual credit courses, especially since federal regulations specify that no federal financial aid can be awarded for students currently in high school.

Students enrolled in dual credit courses often are required to purchase the required textbooks without benefit of financial aid. Textbooks for an English course, for example, can cost more than \$90. Further, students or the school district may need to pay for travel to the college to attend classes, which affects rural districts more than urban or suburban.

Another option requires high schools to pay all the costs. For high schools to receive state funding, students must be enrolled in four or more instructional hours of *high school credit only* courses to be counted for full-day average daily attendance (ADA) or fewer than four but more than two instructional hours of *high school credit only* courses to be counted for half-day ADA.¹⁸ Conversely, community colleges and public universities receive formula funding for high school students enrolled in dual credit courses.

A third option invites the academic partners to devise a creative way to share the costs. For example, a college may offer reduced tuition and waive or reduce certain fees (like parking or lab fees), while the high school purchases students' textbooks and pays admission and testing fees.¹⁹

Whatever options the academic partners pursue, all funding issues must be spelled out in the institutional agreement. Committee members agreed that funding is one of the more complicated issues surrounding the dual credit program. A study should be conducted on how best to address funding issues such as transportation and textbooks. Other suggestions include encouraging higher education institutions to waive as many fees as possible, as well

¹⁶ Chapter 130, Section 130.008, Texas Education Code.

¹⁷ Texas Higher Education Coordinating Board, *Strategic Plan for Texas Public Community Colleges 2007-2011*, June 23, 2006, p. 11.

¹⁸ *Memorandum of Understanding By and Between the Texas Education Agency and the Texas Higher Education Coordinating Board*, Austin, Texas, June 1, 2000.

¹⁹ See *Northeast Texas Consortium*, <http://www.netnet.org> (accessed July 13, 2006), for additional information.

as designating Education Service Centers in rural areas as the coordinator of dual credit programs among small school districts in their region.

Studying Dual Credit

To ensure the efficacy and efficiency of each school district's dual credit program, a comprehensive annual report on dual credit should be conducted beginning in the Fall 2009 semester. The report may include the numbers of students involved, their socioeconomic status, their academic performance in the college-level course-work, and examine other data which may be indicators of success.

As has often been quoted, without data, it's just another opinion. The annual evaluation, to begin the year after all school districts must implement dual credit courses, will provide information on the program's successes and where it may need to be tweaked.

Recommendations

After reviewing the current dual credit program, along with the curriculum for the recommended high school program, the P-16 Council recommends the following:

- The P-16 Council supports the Legislature's directive (House Bill 1, 79th Legislature, Third Called Session) to create college readiness standards and recommends that public schools work with institutions of higher education to align the curriculum in the four high school foundation subjects (English language arts, mathematics, science and social studies) to reflect what students must know and be able to do to succeed in entry-level courses offered at institutions of higher education and in the skilled workforce.
- The Council recommends that websites for both the Texas Education Agency and the Texas Higher Education Coordinating Board post samples of the Institutional Agreements between secondary schools and public colleges that contain best practices from across the state.
- The Council recommends initiating a study to address funding issues, particularly for economically-disadvantaged students (i.e. cost of textbooks, transportation, methods and locations of content delivery, application of technology, etc.).
- The Council recommends an annual report on dual credit beginning in the Fall 2009 semester. The study may include the number of students involved, their socioeconomic status, their academic performance in the college-level coursework, and examine other data which may be indicators of success

APPENDICES

Appendix A

Student Academic Preparation and Readiness Committee Membership

- **Kenneth Craycraft, Ph.D. – Co-Chair**
Vice Chancellor, Texas State University System
- **Liliana Valadez, Ed.D. – Co-Chair**
Assistant Superintendent, Dallas ISD
- Holly Eaton
Texas Classroom Teachers Association
- Ricardo Gonzalez
The University of Texas at San Antonio
- Richard Kouri
Texas State Teachers Association
- Mel Griffin, Ph.D.
Texas A&M University Corpus Christi
- Ed Vara
Education Service Center, Region 20
- Sara McAndrew, Ph.D.
Northside ISD
- Conrad Krueger
San Antonio College
- Karen Pennell
ACT
- Kristin Klopfenstein, Ph.D.
TCU/UTD Texas Schools Project
- Chrys Dougherty, Ph.D.
National Center for Education Accountability
- Barbara Lerner, Ph.D.
Texas Woman's University
- Ann Pittman
Teachscape, Inc.
- Archie McAfee
Texas Association of Secondary Schools Principals
- Linda Villarreal, Ed.D.
Region 2 Education Service Center
- Elizabeth Puthoff
The Independent Colleges & Universities of Texas, Inc.
- Michelle Carroll Smith
Lytle ISD
- Jeanette R. Morales
Communities in Schools of San Antonio
- Marjorie Kopasci
Northside ISD

- Beverly Polka
Northside ISD
- Monica Garcia
The University of Texas at San Antonio
- Irma Alvarado
San Antonio ISD
- Barbara Gettig
Seguin ISD
- Michele Bobadilla
The University of Texas at Arlington
- David Del Toro
San Antonio ISD
- George Rislov
Texas Education Agency
- Evelyn Hiatt
Texas Higher Education Coordinating Board
- James Goeman, Ph.D.
Texas Higher Education Coordinating Board
- Sharon Jackson, Ph.D.
Texas Education Agency

Appendix B

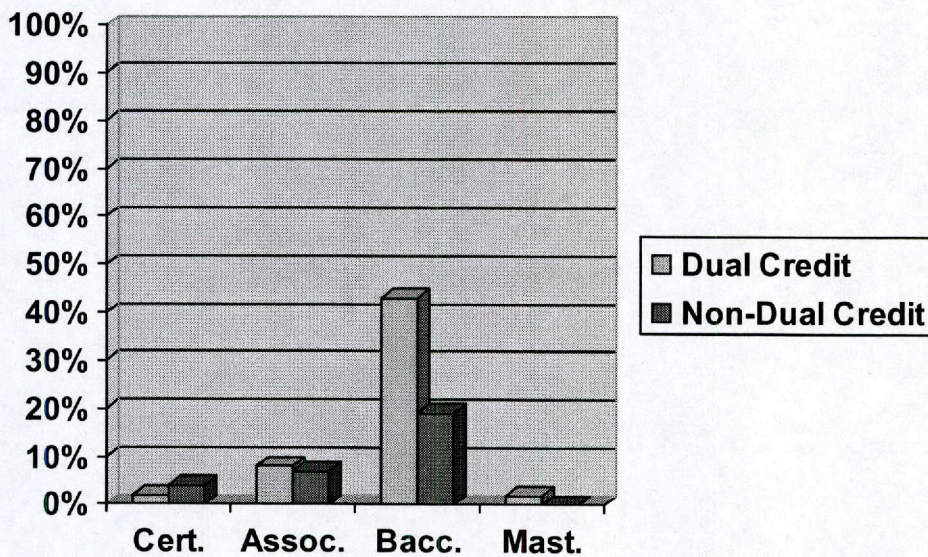
Student Data

Table 1. Students Taking Dual Credit Each Year

Fiscal Year	Students Taking Dual Credit Each Year									
	Overall	Ethnicity							Gender	
		White	Black	Hispanic	Asian	Am Ind	Internat	Unknown	Male	Female
2000	18,638	12,447	775	4,554	655	62	38	107	7,642	10,996
2001	27,332	18,778	1,415	5,767	934	105	75	258	11,428	15,904
2002	32,195	20,734	1,833	7,758	1,272	101	107	390	13,548	18,647
2003	41,183	26,323	2,122	10,081	1,786	142	127	602	17,031	24,152
2004	47,144	30,280	2,168	12,083	1,654	176	196	587	19,070	28,074
2005	56,866	34,501	2,765	16,124	2,057	212	251	956	23,160	33,706
2006	42,353	25,348	1,814	12,541	1,258	173	316	903	17,481	24,872

Source: Texas Higher Education Coordinating Board Educational Data Center CBM report, 2006.

Graph 1. Completion Rates of Dual Credit and Non-Dual Credit Students



Graph compiled using data from *Table 2: Retention and Graduation of Dual Credit and Non-Dual Credit Students, 2000 High School Graduate Cohort*, page 21-22 of this report.

Note: The completion data reflect the cohort's five-year graduation rate. Information is not yet available on this cohort for the six-year graduation rate, a time when many students complete their master's degree. This is a likely explanation for the low master's degree completion rate shown on this graph.

Table 2: Retention and Graduation of Dual Credit and Non-Dual Credit Students

*Retention and Graduation of Dual Credit Students
2000 High School Graduate Cohort*

	Dual/ Concur Fall 1999	Dual/ Concur To Regular	%	Still Enrolled Fall 2001	79%	Still Enrolled Fall 2002	74%	Still Enrolled Fall 2003	68%	Still Enrolled Fall 2004	50%	Still Enrolled Fall 2005	32%	Cert	2%	Assoc	8%	Bacc	43%	Mast	2%
All	12,008	7,438	62%	5,878	79%	5,527	74%	5,067	68%	3,726	50%	2,345	32%	148	2%	588	8%	3,175	43%	119	2%
Male	5,039	2,918	58%	2,334	80%	2,185	75%	2,008	69%	1,554	53%	919	31%	50	2%	153	5%	1,185	41%	33	1%
Female	6,969	4,520	65%	3,544	78%	3,342	74%	3,059	68%	2,172	48%	1,426	32%	98	2%	435	10%	1,990	44%	86	2%
White	8,549	5,290	62%	4,215	80%	3,979	75%	3,663	69%	2,607	49%	1,558	29%	99	2%	399	8%	2,427	46%	104	2%
Black	373	229	61%	178	78%	160	70%	147	64%	109	48%	69	30%	12	5%	15	7%	79	34%	1	0%
Hispanic	2,659	1,655	62%	1,267	77%	1,177	71%	1,066	64%	872	53%	628	38%	34	2%	163	10%	529	32%	11	1%
Asian	322	205	64%	177	86%	171	83%	158	77%	106	52%	74	36%	2	1%	6	3%	117	57%	2	1%
Native	36	19	53%	11	58%	14	74%	10	53%	10	53%	6	32%	0	0%	0	0%	7	37%	1	5%
Internation	28	16	57%	13	81%	11	69%	11	69%	8	50%	1	6%	0	0%	3	19%	7	44%	0	0%
Unknown	41	24	59%	17	71%	15	63%	12	50%	14	58%	9	38%	1	4%	2	8%	9	38%	0	0%

Includes high school students in Fall 1999 who had concurrent SCH greater than zero (column 1). Tracked them through Summer of 2001 to see if they ever became a regularly enrolled student (column 2). Matched those who became regularly enrolled to next five fall semesters to see who remained in college. Matched those who became regular students to graduation data for 2000, 2001, 2002, 2003, 2004, and 2005.

Source: CBM001 and CBM009

**Retention and Graduation of Non-Dual Credit Students
Fall 2000 Cohort
2000 High School Graduate Cohort (Entered College Fall 2000)**

	FTIC Fall 2000	Still Enrolled Fall 2001		Still Enrolled Fall 2002		Still Enrolled Fall 2003		Still Enrolled Fall 2004		Still Enrolled Fall 2005		Cert		Assoc		Bacc		Mast	
Male	68,497	43,895	64%	36,301	53%	31,061	45%	24,707	36%	16,733	24%	2,512	4%	4,108	6%	10,910	16%	261	0%
Female	79,358	52,931	67%	44,933	57%	39,805	50%	30,577	39%	20,962	26%	3,235	4%	6,754	9%	16,517	21%	463	1%
White	80,080	54,298	68%	46,283	58%	40,819	51%	31,106	39%	20,072	25%	3,092	4%	5,983	7%	18,567	23%	511	1%
Black	17,523	10,353	59%	8,195	47%	6,949	40%	5,586	32%	3,912	22%	683	4%	983	6%	1,954	11%	30	0%
Hispanic	38,215	23,844	62%	19,716	52%	16,899	44%	13,958	37%	10,612	28%	1,685	4%	3,116	8%	4,123	11%	68	0%
Asian	6,515	5,140	79%	4,657	71%	4,301	66%	3,270	50%	2,174	33%	123	2%	350	5%	2,118	33%	72	1%
Native	638	388	61%	320	50%	280	44%	224	35%	142	22%	27	4%	50	8%	112	18%	0	0%
Internation	3,656	2,024	55%	1,412	39%	1,052	29%	688	19%	461	13%	93	3%	288	8%	388	11%	37	1%
Unknown	1,228	779	63%	651	53%	566	46%	452	37%	322	26%	44	4%	92	7%	165	13%	6	0%
All	147,855	96,826	65%	81,234	55%	70,866	48%	55,284	37%	37,695	25%	5,747	4%	10,862	7%	27,427	19%	724	0%

Includes University and CTC First-Time-in-College students in Fall 2000 who were not dual/concurrently enrolled and who were not dual/concurrent in FY 2000 (Column 1).

Matched to next five fall semesters to see who remained enrolled. Matched the FTIC students to graduation data for 2001, 2002, 2003, 2004, and 2005.

Source: CBM001 and CBM009

Appendix C

List of Participating Institutions for Fiscal Years 2000-2006

		SCH Delivered
Universities	ANGELO STATE UNIVERSITY	268
	LAMAR UNIVERSITY	8,095
	MIDWESTERN STATE UNIVERSITY	6,032
	SAM HOUSTON STATE UNIVERSITY	396
	STEPHEN F. AUSTIN STATE UNIV	3,427
	SUL ROSS STATE UNIVERSITY	687
	TARLETON STATE UNIVERSITY	535
	TEXAS A&M INTERNATIONAL UNIV	165
	TEXAS A&M UNIVERSITY-COMMERCE	1,894
	TEXAS STATE UNIV-SAN MARCOS	224
	TEXAS TECH UNIVERSITY	6
	U. OF TEXAS AT ARLINGTON	4,023
	U. OF TEXAS AT BROWNSVILLE	3,696
	U. OF TEXAS AT EL PASO	1,503
	U. OF TEXAS AT SAN ANTONIO	141
	U. OF TEXAS-PAN AMERICAN	3,337
	UNIVERSITY OF HOUSTON	583
	UNIVERSITY OF NORTH TEXAS	962
	Total Universities	35,974
Community/Technical	ALAMO CCD NW VISTA COLLEGE	76,207
	ALVIN COMMUNITY COLLEGE	13,125
	AMARILLO COLLEGE	65,423
	ANGELINA COLLEGE	18,255
	AUSTIN COMMUNITY COLLEGE	54,433
	BLINN COLLEGE	18,322
	BRAZOSPORT COLLEGE	36,003
	CENTRAL TEXAS COLLEGE	19,451
	CISCO JUNIOR COLLEGE	6,314
	CLARENDON COLLEGE	6,034
	COASTAL BEND COLLEGE	23,502
	COLLEGE OF THE MAINLAND CCD	15,822
	COLLIN CO COMM COLL DISTRICT	30,018
	DCCCD BROOKHAVEN COLLEGE	11,109
	DCCCD CEDAR VALLEY COLLEGE	22,417
	DCCCD EASTFIELD COLLEGE	20,497
	DCCCD EL CENTRO COLLEGE	5,987
	DCCCD MOUNTAIN VIEW COLLEGE	16,376
	DCCCD NORTH LAKE COLLEGE	16,072
	DCCCD RICHLAND COLLEGE	8,427
	DEL MAR COLLEGE	17,419

EL PASO COMMUNITY COLLEGE DIST	21,474
FRANK PHILLIPS COLLEGE	24,992
GALVESTON COLLEGE	13,494
GRAYSON COUNTY COLLEGE	15,983
HILL COLLEGE	31,152
HOUSTON COMMUNITY COLLEGE	89,522
HOWARD COLLEGE	20,178
KILGORE COLLEGE	2,175
LAMAR STATE COLL-ORANGE	12,746
LAMAR STATE COLL-PORT ARTHUR	5,399
LAREDO COMMUNITY COLLEGE	1,179
LEE COLLEGE	11,154
MCLENNAN COMMUNITY COLLEGE	27,816
MIDLAND COLLEGE	45,800
NAVARRO COLLEGE	34,968
NHMCCCD CY-FAIR COLLEGE	22,854
NHMCCCD KINGWOOD COLLEGE	40,021
NHMCCCD MONTGOMERY COLLEGE	27,848
NHMCCCD NORTH HARRIS COLLEGE	26,456
NHMCCCD TOMBALL COLLEGE	38,887
NORTH CENTRAL TEXAS COLLEGE	37,067
NORTHEAST TEXAS COMM COLLEGE	1,941
ODESSA COLLEGE	40,167
PALO ALTO COLLEGE	55,446
PANOLA COLLEGE	10,569
PARIS JUNIOR COLLEGE	18,273
RANGER COLLEGE	10,099
SAN ANTONIO COLLEGE	69,836
SAN JACINTO COLLEGE CEN CAMPUS	17,381
SAN JACINTO COLLEGE N CAMPUS	7,762
SAN JACINTO COLLEGE S CAMPUS	7,439
SOUTH PLAINS COLLEGE	14,898
SOUTH TEXAS COLLEGE	133,528
SOUTHWEST COLLEGIATE INSTITUTE	15
SOUTHWEST TEXAS JUNIOR COLLEGE	20,784
ST. PHILIP'S COLLEGE	36,851
TARRANT CO NORTHEAST CAMPUS	368
TARRANT CO NORTHWEST CAMPUS	316
TARRANT CO SOUTH CAMPUS	2,049
TARRANT CO SOUTHEAST CAMPUS	232
TEMPLE COLLEGE	23,593
TEXARKANA COLLEGE	20,754
TEXAS SOUTHMOST COLLEGE	20,397
TEXAS STATE T. C. MARSHALL	17
TEXAS STATE T.C. HARLINGEN	2,902
TEXAS STATE T.C. WACO	1,334
TEXAS STATE T.C. WEST TEXAS	221
TRINITY VALLEY COMM COLLEGE	39,552
VERNON COLLEGE	3,121
VICTORIA COLLEGE, THE	13,543
WEATHERFORD COLLEGE	19,027

WESTERN TEXAS COLLEGE	23,054
WHARTON COUNTY JUNIOR COLLEGE	28,422
Total Community Colleges	1,696,269

Appendix D

2004-2005 Statewide Count of Students Receiving Dual Credit by Course

(Most recent data available)

Course	Students Receiving Credit
ACCOUNTING I (BACCT-TP)	211
ACCOUNTING I (BEGACCT1)	76
ACCOUNTING II (AACCT-TP)	14
ACCOUNTING II (ADVACCT1)	24
ADMIN PROCEDURES (ADVADPR1)	19
ADMIN. PROCEDURES (ADVADPR2)	1
ADVERTIS DESIGN III (ADVDSGN3)	25
ADVERTISING (ADVERT)	3
ADVERTISING DESIGN I (ADVDSGN)	47
ADVERTISING DESIGN II ADVDSGN2	26
AEROBIC ACTIVITIES (1ST TIME)	33
AEROBIC ACTIVITIES (2ND TIME)	4
AEROSPACE AVIATION TECH I	5
AEROSPACE AVIATION TECH II	4
AGRICULTURAL MECHANICS I	2
AGRICULTURAL POWER AND MACHINE	4
AIRCRAFT MECHANICS I (ACRFTMCH)	60
AIRCRAFT MECHANICS II ACRFTMC2	24
ALGEBRA I (ALG 1)	134
ALGEBRA II (ALG 2)	252
ALT CURRENT ELECTRON (ACE)	14
ANATOMY/PHYSIOLOGY HUMAN SYSTM	348
ANIMAL SCIENCE (ANIMALSC)	7
APPLIED MUSIC I (MUS1APL)	12
APPLIED MUSIC II (MUS2APL)	4
ARCHITECTURAL BLUEPRINTS/SPECS	8
ARCHITECTURAL DRAFTING I (ADI)	12
ARCHITECTURAL DRAFTING III-AD3	18
ARCHITECTURAL GRAPHICS (AG)	41
ARCHITECTURAL GRAPHICS (AG-TP)	20
ART I (ART 1)	41
ART II CERAMICS (ART2CRMC)	5
ART II DRAWING (ART2DRAW)	6
ART II PHOTOGRAPHY (ART2PHTO)	2
ART II PRINTMAKING (ART2PRNT)	1
ART III CERAMICS (ART3CRMC)	1
ART III DRAWING (ART3DRAW)	6
ART III HISTORY (ART3HIST)	62
ART III PRINTMAKING (ART3PRNT)	1
ART IV DRAWING (ART4DRAW)	1
ASTRONOMY (ASTRMY)	20
AUTO COLLISION REPAIR TECH I	53
AUTO COLLISION REPAIR TECH II	21

AUTO COLLISION REPAIR TECH III	3
AUTOMOTIVE SPECIALIZATION	9
AUTOMOTIVE TECHNICIAN I	181
AUTOMOTIVE TECHNICIAN II	37
AUTOMOTIVE TECHNICIAN III	22
BASIC COMPUTER TECHNOL (APLUS)	1
BIOLOGY (BIO)	164
BRIDGING EDUCATIONAL SCENE 1	18
BRIDGING EDUCATIONAL SCENE 2	20
BUILDING TRADES I (BLDGTR)	23
BUS CMP PROGRAMMNG I (BCP1-TP)	2
BUS COMP INFO SYS I (BCIS1-TP)	818
BUS COMP INFO SYS I (BEGBCIS1)	624
BUS COMP INFO SYS II ABCIS-TP	337
BUS COMP INFO SYS II ADVBCIS1	344
BUS COMP PROGRAMMING (ADVBCP1)	10
BUS IMG MGT&MULTIM (BUSIM/MM)	21
BUSINESS COMMUNICATIONS	1
BUSINESS ED INDEP STUDY I	20
BUSINESS LAW (BUSLAW)	9
BUSINESS SUPPORT SYSTEMS	15
CAREERS IN EDUCATION II (CIEII)	36
CHEMISTRY (CHEM)	174
CHILD CARE/GUID. MGMT/SVCS III	21
CHILD DEVELOPMENT (CHDEV-TP)	81
CHILD DEVELOPMENT (CHLD-DEV)	54
CLINICAL NUTRITION (NUTR)	1
COMMUNICATION APPLICATIONS	388
COMMUNICATION SYSTEMS (CS)	2
COMP MNT TECHNICIAN I CMTN-TP	15
COMP MNT TECHNICIAN I CTRMTN	49
COMP MNT TECHNICIAN II CTRMTN2	4
COMP MULTIM & AN TECH CMAT-TP	67
COMPUTER APPLICATIONS (CA)	19
COMPUTER APPLICATIONS (CA-TP)	669
COMPUTER SCIENCE I (TACS1)	71
COMPUTER SCIENCE II (TACS2)	2
CORRECTIONAL SYS AND PRACTICES	41
COSMETOLOGY I (CSMT)	58
COSMETOLOGY II (CSMT2)	22
CREATIVE/IMAGINATIVE WRITING	60
CRIME IN AMERICA (CAM)	79
CRIME IN AMERICA (CAM-TP)	29
CRIMINAL INVESTIGATION CRIMINV	29
CULINARY ARTS I (CUL1-TP)	44
CULINARY ARTS I (CULART-1)	4
CULINARY ARTS II (CUL2-TP)	17
DANCE I (DANCE 1)	1
DESKTOP PUBLISHING (TADTP)	29
DIESEL MECHANICS I (DSLMECH)	9
DIGITAL GRAPHICS/ANIMATION	16

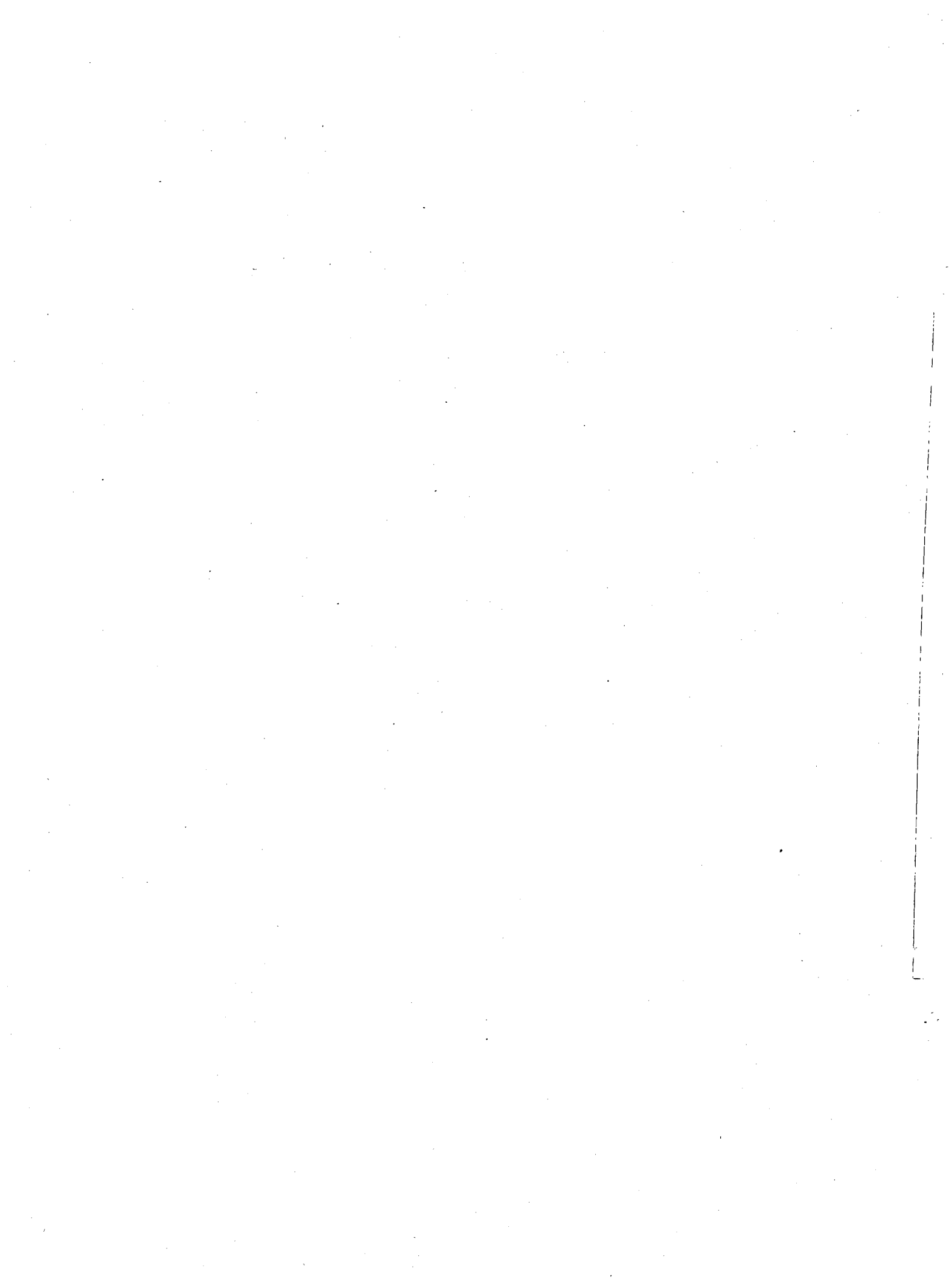
DIR CURRENT ELECTRON (DCE)	18
DRAFTING I (DRFT)	16
DRAFTING II (DRFT2)	23
DRIVER EDUCATION (DR ED)	16
ECONOMICS ADV STUDIES (1ST)	86
ECONOMICS ADV STUDIES (2ND)	39
ECONOMICS W/EMPH FREE ENTERPR	4,522
ELECTRIC/ELECTRON TECH EET-TP	65
ELECTRICAL TRADES I (ELTTR)	4
ELECTRICAL TRADES II (ELTTR2)	4
ELECTRONICS I (INDELEC)	28
ELECTRONICS II (INDELEC2)	26
ELECTRONICS III (INDELEC3)	20
ELEM SCHL TEACH INTERN ESTI-TP	20
ELEM SCHOOL TCHR ASST ESTA-TP	1
EMERGENCY COMMUNICATIONS (ECOM)	3
ENGINEERING CAD I (ECAD)	24
ENGINEERING CAD I (ECAD-TP)	25
ENGINEERING CAD II (ECAD2)	18
ENGINEERING CAD II (ECAD2-TP)	10
ENGINEERING GRAPHICS (EG)	7
ENGINEERING GRAPHICS (EG-TP)	5
ENGINEERING PRINCIPLES (EP)	2
ENGLISH I (ENG 1)	11
ENGLISH I FOR SOL (ENG1 SOL)	46
ENGLISH II (ENG 2)	4
ENGLISH III (ENG 3)	1,535
ENGLISH IV (ENG 4)	11,388
ENTREPRENEURSHIP (ENTREPR)	31
EXPLOR EDUC CAREERS EXPED-TP	27
FOOD SCIENCE & TECH (FST-TP)	49
FOOD SCIENCE AND TECHNOLOGY	42
FUNDAMENTALS OF CRIMINAL LAW	46
GEOLOGY METEOROLOGY OCEANOGR	20
GEOMETRY (GEOM)	11
GRAPHIC ARTS I (GRARTS)	3
HEALTH EDUCATION (HLTH ED)	46
HEATING/VENT/AC/REFRIG I	9
HLTH SCI TEC 3 EMT HST3EMTP	12
HLTH SCI TECH I (HSTI)	80
HLTH SCI TECH I (HSTI-TP)	150
HLTH SCI TECH II (HSTII)	102
HLTH SCI TECH II (HSTII-TP)	64
HLTH SCI TECH III (HSTIII)	57
HORTICULTURAL PLANT PRODUCTION	11
HOTEL MANAGEMENT (HOTELMGT)	9
HOTEL MGMT (2-3)(HOTEL-TP)	16
HUMANITIES (HUMANIT)	214
IND STDY IN TECH APP (TAIND1)	1
INDEP STUDY IN FAM/CONS SCI	1
INDEP STUDY IN MATH (1ST TIME)	787

INDEP STUDY IN MATH (2ND TIME)	178
INDEP STUDY/ENGLISH (1ST TIME)	112
INDEP STUDY/ENGLISH (2ND TIME)	6
INDEP STUDY/ENGLISH (3RD TIME)	1
INDEP STUDY/SPEECH (1ST TIME)	1
INDIVIDUAL SPORTS (1ST TIME)	77
INDIVIDUAL SPORTS (2ND TIME)	2
INDIVIDUAL SPORTS (3RD TIME)	25
INFO TECH APPLICATION I (ITAI)	50
INFO TECHNOLOGY APPL (ITAI)	9
INTEGRATED PHYSICS/CHEMISTRY	25
INTEGRATED SCIENCE I [ECISD]	1
INTERIOR DESIGN III (MIDIII)	10
INTERNETWORKING TECH I	66
INTERNETWORKING TECH II	21
INTERNETWORKING TECHNOLOGY III	2
INTERNETWORKING TECHNOLOGY IV	2
INTERNETWRKING TECH I INNT1-TP	12
INTERNTWRKING TECH I INNTC1TP	17
INTRO COMP MAINT (ICM-TP)	22
INTRO HLTH SCI TECH INTHS-TP	11
INTRO HLTH SCI TECH INTROHST	62
INTRO TO COMPUTER MAINTENANCE	1
INTRO TO COSMETOLOGY (ICOSM)	8
INTRO TO CULINARY ARTS	3
INTRO TO METAL MANUFACT. CAREE	6
INTRO TO SECURITY SERVICES	1
INTRODUCTION TO BUSINESS	37
LANG O/T ENGLISH I - LATIN	53
LANG O/T ENGLISH I - ASL	22
LANG O/T ENGLISH I - SPANISH	11
LANG O/T ENGLISH II - GERMAN	36
LANG O/T ENGLISH II - LATIN	34
LANG O/T ENGLISH II - ASL	41
LANG O/T ENGLISH II - FRENCH	1
LANG O/T ENGLISH II - SPANISH	46
LANG O/T ENGLISH III - GERMAN	49
LANG O/T ENGLISH III - ASL	17
LANG O/T ENGLISH III - FRENCH	33
LANG O/T ENGLISH III - LATIN	17
LANG O/T ENGLISH III - SPANISH	895
LANG O/T ENGLISH IV - FRENCH	8
LANG O/T ENGLISH IV - GERMAN	13
LANG O/T ENGLISH IV - LATIN	3
LANG O/T ENGLISH IV - SPANISH	144
LANG O/T ENGLISH V - FRENCH	4
LANG O/T ENGLISH V - SPANISH	27
LANG O/T ENGLISH VI - GERMAN	19
LANG O/T ENGLISH VI - SPANISH	4
LANG O/T ENGLISH VII - SPANISH	1
LITERARY GENRES (LIT GENR)	18

MACHINE SHOP I (MCHSHOP)	10
MACHINE SHOP II (MCHSHOP2)	7
MARKETING MANAGEMENT (MKTMGT)	22
MARKETING YOURSELF (MKTSELF)	29
MATHEMATICAL MODELS W/APPLCTN	1
MEDIA TECHNOLOGY I (MEDTECH)	1
MEDICAL TERMINOLOGY (MDTRM-TP)	42
MEDICAL TERMINOLOGY (MEDTERM)	152
METAL TRADES I (MTLTR)	34
METAL TRADES II (MTLTR2)	3
MUL&INFO ENGNR-MATH MLINFENM	1
MUL&INFO ENGNR-SCI MLINFENS	2
MULTIMEDIA (TAMULTIM)	11
MUSIC I BAND (MUS1BAND)	1
MUSIC I CHOIR (MUS1CHOR)	1
MUSIC I HISTORY (MUS1HIST)	55
MUSIC I INSTRUMENTAL ENSEMBLE	1
MUSIC I JAZZ BAND (MUS1JZBN)	2
MUSIC I THEORY (MUS1THY)	19
MUSIC I VOCAL ENSEMBLE	1
MUSIC III BAND (MUS3BAND)	4
MUSIC IV BAND (MUS4BAND)	22
MUSIC IV ORCHESTRA (MUS4ORCH)	1
NETWORKING ESSENTIALS (NPLUS)	1
NUTRITION & FOOD SCI NFSCI-TP	290
NUTRITION AND FOOD SCIENCE	57
OPER SYSTEMS II (OPERSYS2)	3
OPER SYSTEMS III (OPERSYS3)	4
OTHER FOREIGN LANG LEVEL II	1
PEER ASSISTANCE AND LEADERSH 1	13
PERSONAL & FAMILY DEVELOPMENT	32
PETROCHEMICAL LAB TECHNICIAN	23
PHARMACOLOGY (PHARM)	1
PHOTOJOURNALISM (PHOTJOUR)	1
PHYS ED EQUIVALENT-1 (PE EQ1)	42
PHYS ED EQUIVALENT-2 (PE EQ2)	29
PHYS ED EQUIVALENT-3 (PE EQ3)	23
PHYS ED EQUIVALENT-4 (PE EQ4)	29
PHYS EDUC 1A FOUNDATIONS FIT	15
PHYSICS (PHYSICS)	76
PL/CHL CARE MGT SV I CHD-CR-I	15
PL/CHL CARE MGT SV II CHD-CR-II	9
PRACTICAL WRITING SKILLS	73
PRECALCULUS (PRE CALC)	2,994
PREP FOR PARENTING (PRPAR-TP)	28
PRIN OF REAL ESTATE (PRREALES)	41
PRINCIPLES OF MARKETING	32
PRINCIPLES OF TECH I (PTI)	24
PRINCIPLES OF TECH I (PTI-TP)	1
PSYCHOLOGY (PSYCH)	866
PUBLIC SPEAKING I (PUBSPKG1)	36

PUBLIC SPEAKING II (PUBSPKG2)	28
PUBLIC SPEAKING III (PUBSPKG3)	10
READING II (READ2)	21
READING III (READ3)	1
READY SET TEACH! I (TEACH1TP)	34
READY SET TEACH! I (TEACH-I)	18
READY SET TEACH! II (TEACH2TP)	3
RESEARCH DESIGN & DEV (RDD)	3
RESEARCH/TECHNICAL WRITING	60
SCIENTIFIC RESEARCH & DESIGN I	31
SEMICONDUCTOR ELECTRONICS TECH	18
SOC STUD RESEARCH METH (1ST)	39
SOCIAL STUDIES ADV (1ST TIME)	249
SOCIAL STUDIES ADV (2ND TIME)	43
SOCIOLOGY (SOC)	494
SPEC TOPIC IN SOC STUD (1ST)	200
SPEC TOPIC IN SOC STUD (2ND)	28
SPEECH COMMUNICATION (SP COM)	121
STUDENT LEADERSHIP (STULEAD)	37
TEAM SPORTS (FIRST TIME)	27
TEC INTO CRIME JUSTICE TICJ-TP	96
TECH INTRO TO CAD (TICAD)	2
TECH INTRO TO CRIMINAL JUSTICE	139
TECHNICAL THEATRE I (TH1TECH)	1
TECHNOLOGY PROBLEMS/SOLUTIONS	2
TELECOMM & NETWORK (TELE/NET)	20
TELECOMM & NETWORK II (TELNET2)	4
TELECOMM TECH IV (TELES-TP)	1
THEATRE ARTS I (TH1)	13
THEATRE ARTS II (TH2)	22
THEATRE PRODUCTION I (TH1PROD)	7
TRANSPORTATION SRV TECHNICIAN	2
TRAVEL AND TOURISM MARKETING	38
UNITED STATES GOVERNMENT (GOVT)	6,790
US HISTORY SINCE RECONSTRUCTIO	4,146
WBL/ADMINISTRATIVE PROCEDURES	24
WBL/AGRICULTURE/AGRIBUSINESS	1
WBL/BUSINESS COMP INFO SYS II	116
WBL/BUSINESS OTHER	15
WBL/CLINICAL ROTATE FOR HST 3	3
WBL/CLINICAL ROTATIONS	16
WBL/ELECTRICAL-ELECTRONIC SYS	2
WBL/FASHION MARKETING	4
WBL/FOOD MARKETING	12
WBL/FOOD PROD MGMT & SERVICE	1
WBL/GENERAL MERCHANDISING	2
WBL/INDUSTRIAL/MANUFACT SYSTEM	7
WBL/MARKETING OTHER	34
WBL/RESTAURANT MANAGEMENT	5
WBL/SERVICES FOR OLDER ADULTS	1
WBL/SERVICES MARKETING	18

WBL/THERAPEUTIC SERVICES	30
WEB MASTERING (TAWEBMAS)	23
WELDING I (WLDNG)	66
WELDING II (WLDNG2)	6
WELDING II (WLDNG2TP)	10
WILDLIFE AND REC MANAGEMENT	8
WORLD GEOGRAPHY STUDIES (W GEO)	3
WORLD HISTORY STUDIES (W HIST)	12



Appendix E

Recommended High School Program

Discipline

English Language Arts*

Recommended High School Program

Four credits:

- English I, II, III, IV.
- English I and II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency.

Mathematics*

Three credits must consist of:

- Algebra I
- Algebra II, and
- Geometry

Science*

Three credits. One credit must be a biology credit (Biology, AP Biology, or IB Biology). Must choose the remaining two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement.

- Integrated Physics and Chemistry;
- Chemistry, AP Chemistry, or IB Chemistry;
- Physics, Principles of Technology I, AP Physics, or IB Physics.

Students are encouraged to take courses in biology, chemistry, and physics.

Social Studies*

Three and one-half credits must consist of:

- World History Studies (one credit),
- World Geography Studies (one credit),
- U.S. History Studies Since Reconstruction (one credit), and
- U.S. Government (one-half credit).

Economics with emphasis on the free enterprise system and its benefits.*

One-half credit.

Physical Education

One and one-half credits to include Foundations of Personal Fitness (one-half credit). (Limit two credits.) Can substitute:

- drill team,
- marching band,
- cheerleading,
- ROTC,
- athletics,
- Dance I-IV,
- approved private programs, or
- certain career and technology education courses.

Languages Other than English*

Two credits. Must consist of Level I and II in the same language.

Health Education

One-half credit. Or Health Science Technology (one credit).

Technology Applications*

One credit, which may be satisfied by:

-- the following courses in 19 TAC Chapter 126: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, or state-approved technology applications innovative courses;

-- the following courses in 19 TAC Chapter 120: Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia;

-- the following courses in 19 TAC Chapter 123: Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology; or

-- the completion of three credits (for students participating in a coherent sequence of career and technology courses or who are enrolled in a Tech Prep high school plan of study) consisting of two or more state-approved career and technology courses in

19 TAC Chapters 119-125 and 127. Districts shall ensure that career and technology courses, including innovative courses, in a coherent sequence used to meet the technology applications credit are appropriate to collectively teach the knowledge and skills found in any of the approved courses listed in subparagraphs (A), (B), and (C) of this paragraph. Students pursuing the technology applications option described in this subparagraph must demonstrate proficiency in technology applications prior to the beginning of Grade 11 through credit by examination as described in 19 TAC 74 (relating to Credit by Examination).

Fine Arts*

One credit which may be satisfied by any course found in 19 TAC Chapter 117.

Speech

One-half credit:

-- Communication Applications

Program Credits

Excluding Electives

Additional Components*

(Elective Courses)

20 ½

Three and one-half credits from

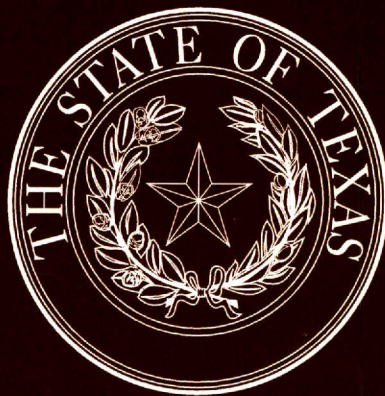
-- the list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills),

- state-approved innovative courses,
- JROTC (one to four credits), or
- Driver Education (one-half credit).

Total Program and Elective
Credits

24

* College Board Advanced Placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas.



Texas P- 16 Council

<http://www.tea.state.tx.us/p16/p16council.html>

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