

- (2) Middle States Association of Colleges and Schools;
 - (3) New England Association of Schools and Colleges;
 - (4) North Central Association of Colleges and Schools;
 - (5) Western Association of Schools and Colleges; or
 - (6) Northwest Association of Schools and Colleges.
- (b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Source: The provisions of this §74.25 adopted to be effective September 1, 1996, 21 TexReg 4311; amended to be effective September 1, 1998, 23 TexReg 5675; amended to be effective September 1, 2001, 25 TexReg 7691.

§74.26. Award of Credit.

- (a) The award of credit for a course by a school district affirms that a student has satisfactorily met all state and local requirements. Any course for which credit is awarded must be provided according to this subsection.
- (1) Credit earned toward state graduation requirements by a student in an accredited school district shall be transferable and must be accepted by any other school district in the state. A district may not prohibit a new student from attending school pending receipt of transcripts or records from the school district the student previously attended. Credit earned in a local-credit course may be transferred only with the consent of the receiving school district.

(2) A6(ed)-4 (i)2.8 ((127 0 jEMC

§74.27. Innovative Courses and Programs.

- (a) A school district may offer innovative courses to enable students to master knowledge, skills, and competencies not included in the essential knowledge and skills of the required curriculum.
- (1) The State Board of Education (SBOE) may approve discipline-based courses in the foundation or enrichment curriculum and courses that do not fall within any of the subject areas listed in the foundation and enrichment curricula when the applying school district or organization demonstrates that the proposed course is academically rigorous and addresses documented student needs.
 - (2) Applications shall not be approved if the proposed course significantly duplicates the content of a Texas Essential Knowledge and Skills (TEKS)-based course or can reasonably be taught within an existing TEKS-based course.
 - (3) To request approval from the SBOE, the applying school district or organization must submit a request for approval at least six months before planned implementation that includes:
 - (A) a description of the course and its essential knowledge and skills;
 - (B) the rationale and justification for the request in terms of student need;
 - (C) data that demonstrates successful piloting of the course in Texas;
 - (D) a description of activities, major resources, and materials to be used;
 - (E) the methods of evaluating student outcomes;
 - (F) the qualifications of the teacher;
 - (G) any training required in order to teach the course and any associated costs;
 - (H) the amount of credit requested; and
 - (I) a copy of or electronic access to any recommended instructional resources for the course.
 - (4) To request approval for a career and technical education innovative course, the applying school district or organization must submit with its request for approval evidence that the course is aligned with state and/or regional labor market data.
 - (5) To request approval of a new innovative course, the applying school district or organization must submit with its request for approval evidence that the course has been successfully piloted in its entirety in at least one school in the state of Texas.
 - (6) The requirements of paragraphs (3)(C) and (5) of this subsection do not apply to the consideration of a course developed to support a program of study in career and technical education.
 - (7) Newly approved innovative courses shall be approved for a period of three years, and courses approved for renewal shall be approved for a period of five years.
 - (8) With the approval of the local board of trustees, a school district may offer, without changes or deletions to content, any state-approved innovative course.
 - (9) Texas Education Agency shall review all approved innovative courses once every two years and provide for consideration for sunset a list of innovative courses that have been approved as an innovative course for at least three years and meet one of the following criteria:
 - (A) zero enrollment for the previous two years;
 - (B) average enrollment of less than 100 students statewide

- (B) up to \$100 for each student who receives a score of three or better on a College Board advanced placement or International Baccalaureate test; and
 - (C) up to \$450 to reimburse a teacher or pay for a teacher to complete approved College Board advanced placement or International Baccalaureate training.
- (2) A teacher who teaches a College Board advanced placement or International Baccalaureate course shall be eligible to receive the following awards:
- (A) a one-time award of \$250 for teaching a College Board advanced placement or International Baccalaureate course for the first time; and
 - (B) a share of the teacher bonus pool proportional to the number of courses taught that shall be distributed by the teacher's school. Fifty dollars may be deposited in the teacher bonus pool for each student enrolled in the school who receives a score of three or better on a College Board advanced placement or International Baccalaureate test.
- (3) A student who receives a score of three or better on a College Board advanced placement or International Baccalaureate test may receive a reimbursement of up to \$65 for the advanced placement or International Baccalaureate testing fee. The reimbursement shall be reduced by the amount of any subsidy awarded by the College Board or International Baccalaureate or under subsection (e) of this section.
- (c) Award adjustment. The commissioner of education shall adjust and prorate by category the sum and number of awards to ensure the purpose of the program is realized.
- (d) Application for, and use of, awards.
- (1) To obtain an award, a school or teacher must submit to the State Board of Education (SBOE) a written application in a form, manner, and time prescribed by the commissioner of education.
 - (2) A school must give priority to academic enhancement purposes in using any award received under this section. An award may not be used for any purpose relating to athletics.
 - (3) The principal of each school participating in the program shall convene, at least annually, a team composed of not more than five members, with not fewer than three teachers, to include at least one teacher participating in the program and at least one teacher who teaches students in preparation for their participation in the program, for the purpose of determining the use of funds awarded under subsection (b) of this section.
- (e) Subsidies for College Board advanced placement or International Baccalaureate tests.
- (1) A student is entitled to a subsidy for the fee he or she pays to take a College Board advanced placement or International Baccalaureate test if the student demonstrates financial need according to guidelines adopted by the College Board.
 - (2) The Texas Education Agency (TEA), with SBOE approval, may pay each eligible applicant an equal amount of up to \$25.
- (f) Funding of awards and subsidies.
- (1) An award or a subsidy granted under this section is subject to the availability of funds. An award or a subsidy may be funded by donations, grants, or legislative appropriations.
 - (2) The commissioner of education may solicit and receive a grant or donation for the purpose of making awards under this section. The TEA shall account for and distribute any donation, grant, or legislative appropriation.
 - (3) The TEA shall apply to the program any available funds from its appropriations that may be used for this purpose.
 - (4) An application for funding may be filed with TEA at a date determined by the commissioner of education.

continue to learn the concepts of the lessons but may not actively participate in the skill demonstration.

- (3) Adapted and remedial (specific activities prescribed or prohibited, as directed by a member of the healing arts licensed to practice in Texas).

- (3) If the required high school health education credit is earned through a course taken prior to Grade 9, the materials and parenting awareness instruction must be incorporated into that course or, at the district's discretion, may be incorporated into another course available to all students in Grades 9-12.
 - (4) At the discretion of the district, a teacher may modify the suggested sequence and pace of the program at any grade level.
 - (5) A student under 14 years of age may not participate in a parenting and paternity awareness program without the permission of the student's parent or person standing in parental relation to the student.
 - (6) A school district shall use the materials approved by the State Board of Education for this purpose beginning with the 2008-2009 school year.
- (b) Alcohol awareness.
- (1) A school district and an open-enrollment charter school shall incorporate instruction in the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning into any course meeting a requirement for a health education credit in accordance with TEC, §28.002(r).
 - (2) A school district shall choose an evidence-based alcohol awareness program to use in the district's middle school, junior high school, and high school health curriculum from a list of programs approved by the commissioner of education for this purpose.

Source: The provisions of this §74.35 adopted to be effective April 27, 2008, 33 TexReg 3261; amended to be effective December 23, 2009, 34 TexReg 9198.

§74.36. Requirements for Elective Courses on the Bible's Hebrew Scriptures (Old Testament) and New Testament and Their Impact on the History and Literature of Western Civilization.

- (a) Pursuant to this rule, a school district may offer to students in Grade 9 or above:
 - (1) an elective course on the Hebrew Scriptures (Old Testament) and its impact and an elective course on the New Testament and its impact; or
 - (2) an elective course that com Bo-4 (i)2.9 (l)8 (d)3.d.2.9 ((ect)2.9 (i)5 (i)2.9 (v3.7 (t)2.9 ((e)-2-2.1 (o /P ≠0 Td (i)2.3.7 (

- (II) evaluate effects of major political, economic, and social conditions on selected social studies topic;
 - (III) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic;
 - (IV) examine the role of diverse communities in the context of the selected topic;
 - (V) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;
 - (VI) depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
 - (VII) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
- (ii) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology. The student is expected to:
- (I) locate, analyze, organize, synthesize, evaluate, and apply information about selected topic, identifying, describing, and evaluating multiple points of view;
 - (II) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;
 - (III) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;
 - (IV) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
 - (V) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;
 - (VI) identify bias in written, oral, and visual material;
 - (VII) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and
 - (VIII) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (iii) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:
- (I)

(II)

- (1) the role of law enforcement and the duties and responsibilities of peace officers;
 - (2) a person's rights concerning interactions with peace officers;
 - (3) proper behavior for civilians and peace officers during interactions;
 - (4) laws regarding questioning and detention by peace officers, including any law requiring a person to present proof of identity to a peace officer, and the consequences for a person's or officer's failure to comply with those laws; and
 - (5) how and where to file a complaint against or a compliment on behalf of a peace officer.
- (c) A school district or open-enrollment charter school shall use materials developed through a memorandum of understanding among the Texas Commission on Law Enforcement, the State Board of Education, and the Texas Education Agency.
- (d) A school district or open-enrollment charter school may tailor the instruction developed under this section as appropriate for the district's or school's community. In tailoring the instruction, the district or school shall solicit input from local law enforcement agencies, driver training schools, and the community.
- (e) In accordance with §74.5 of this title (relating to law enforcement training for peace officers), a school district or open-enrollment charter school shall ensure that the instruction developed under this section includes the following: