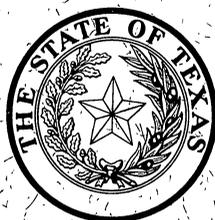


Principles and Standards  
for Accrediting  
Elementary and Secondary Schools  
*and List of Approved Courses -  
Grades 7-12*



TEXAS EDUCATION AGENCY

BULLETIN 560 Revised  
Reprinted Spring 1971

JANUARY 1970

*SUPERSEDES PREVIOUS EDITIONS OF PRINCIPLES AND STANDARDS  
FOR ACCREDITATION*

Principles and Standards  
for Accrediting  
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*and List of Approved Courses -  
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## COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.
2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.
3. Nondiscriminatory use of facilities.
4. Public notice given by the local educational agency to participants and other citizens of the nondiscriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of noncompliance made by citizens and will report their findings to the United States Commissioner of Education.

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**COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF  
1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION  
5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT  
OF TEXAS, TYLER DIVISION**

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) non-discrimination in extracurricular activities and the use of school facilities;
- (4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and
- (6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Texas Education Agency  
Austin, Texas  
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(State Board for Vocational Education)

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(Executive Officer of the State Board of Education)

M. L. BROCKETTE, Deputy Commissioner of Education

L. HARLAN FORD, Assistant Commissioner for Teacher Education  
and Instructional Services

H. E. PHILLIPS, Director of School Accreditation

# FOREWORD

The basic objective of school accreditation is to see that every school in the State operates so as to meet minimum standards and at the same time establishes a goal of performance that exceeds the minimum requirements.

Each accredited school accepts the responsibility of knowing and complying with the standards in this bulletin. All standards are intended to be descriptions of minimum achievement, and each school should exceed them when possible.

Interpretative statements are placed under most standards. Those statements are provided to assist school officials in evaluating school programs. Schools are not expected to comply with interpretations that are not applicable to local operations. When conditions warrant, schools may use alternate interpretations to meet local conditions when, by so doing, further school improvements are ensured.

J. W. Edgar  
Commissioner of Education

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## ADDITIONS AND CHANGES

A number of standards have not been changed, others have been modified, and several new standards have been added. Your attention is directed to the following major alterations or new items:

<u>Principle</u>	<u>Standard</u>	<u>Pages</u>	
III	1	2–3	Policies of the board of trustees
VI	1	6	Assisting parents with preparation of children under six for school
	2	6–7	Meeting the educational needs of out-of-school youth
	4	7	Program for pupils with learning problems and learning potentials
	5	8	Elementary curriculum
	7	9–10	Special Education
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	10	11–12	Program of studies in grades 7 and 8
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	13	16	Using one period per school day for athletics
	14	17	Summer school operation
21	20–22	Library	
VII	4	26	Teacher aides
	5	27	In-service education and professional growth

# PRINCIPLES AND STANDARDS

## PRINCIPLE I

There is a community setting conducive to the operation of a high quality educational program.

### STANDARDS

1. The community has a financial plan in operation which ensures adequate support for the educational program.

The superintendent and the board of trustees have developed a budget to provide an adequate educational program, with a tax program of valuation and collection that brings in the amount of money needed to ensure the program outlined. The funds are expended as budgeted.

The community supports a financial plan for the educational program with an adequate tax rate, a realistic percentage of property value for tax purposes, and periodic re-examination of property valuation.

Contributions and donations by individuals and civic groups are not considered as a substitute for adequate financial support.

All sources of tax money may be considered as a means of providing adequate financial support.

2. The community gives active support, in addition to financial, to the school and its program, fostering good school-community relations.

There is evidence that the public is kept informed on the school program.

The community is encouraged to participate in school activities.

Members of the faculty are encouraged to participate in civic affairs.

Meetings of the board of trustees are open to the public except for executive sessions.

3. The public, church-related, and private schools in the community exchange information needed to develop a united effort for the education of youth.

The schools concerned agree to policies for transfer of students from one school to another.

4. Although schools operated for profit are not eligible for accreditation, nonpublic schools which meet accreditation standards may be accredited.

To be eligible for accreditation nonpublic schools operate either within the framework of a regularly established church government or under the direction of a duly established, nonsalaried, nonprofessional governing board.

Private elementary schools are not eligible for accreditation unless such schools operate at least a six-grade program of instruction.

## **PRINCIPLE II**

**Each school system is operated in accordance with all constitutional and statutory provisions. Responsibility for interpreting these provisions lies with the board of school trustees except where formal interpretation of such provisions has been made by the courts or other constituted authority.**

## **PRINCIPLE III**

**The board of trustees functions chiefly as a policy-making and appraisal body.**

## **STANDARDS**

1. The board of trustees has developed, codified, duplicated, and made available to all school employees and to the public the policies that cover the operation of the school.

In addition to the general and specific policies required for school operation, attention is directed to the following standards:

<u>Principle</u>	<u>Standard</u>	
III	3	Appraising the effectiveness of the school program through self-evaluation
	4	Orderly hearings on appeals by aggrieved parties
	5	Admitting transfers from unaccredited schools
VI	11	Individual pupils who cannot meet physical education requirements because of schedule conflicts
	13	Athletic program
	14	Summer schools
	16	Control of credit by correspondence courses
	18	Guidance and counseling services
	20	Health services
	25	Credit or advanced standing for pupils of recognized ability
VII	5	Professional growth and in-service education of the staff, including definite allocation of funds and staff time

- The board of trustees holds regularly scheduled meetings, which the public may attend, and keeps an official public record.

The public is informed of the dates of regular and, when possible, of all special meetings.

Minutes of the meetings reflect total transactions of board considerations and, when approved, bear the signature of the secretary and president.

Policies approved by the board are recorded in the minutes and placed in the official school board policies.

Names of members present and absent are recorded at each meeting.

All meetings are open to the public except meetings devoted to personnel matters and real estate transactions.

3. The board of trustees has approved procedures for assessing the effectiveness of the educational program.

Evaluation procedures provide for:

Self-evaluation on a continuing basis to assess pupil growth in terms of the stated objectives

Collection of relevant information

Identification of program deficiencies and recognition of strengths

Plans for correction of deficiencies

Reporting findings to the staff, school board, and community

4. The board of trustees has a definite written procedure providing for orderly hearings on appeals by aggrieved parties.
5. Written policies have been developed for admitting pupils who transfer from unaccredited schools.

#### PRINCIPLE IV

The policies adopted by the board of trustees clearly define the relationship between the school board and the superintendent of schools.

#### STANDARDS

1. The board of trustees recognizes the superintendent as its chief executive officer and charges him with the administrative function.

The board clearly defines the duties of the superintendent of schools.

The board minutes clearly delineate between the policy making and appraisal functions of the school board and the administrative functions of the superintendent.

Official actions or decisions are made only in official meetings of the board.

In addition to the general and specific policies required for school operation, attention is directed to the following standards:

<u>Principle</u>	<u>Standard</u>	
III	3	Appraising the effectiveness of the school program through self-evaluation
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- The board of trustees holds regularly scheduled meetings, which the public may attend, and keeps an official public record.

The public is informed of the dates of regular and, when possible, of all special meetings.

Minutes of the meetings reflect total transactions of board considerations and, when approved, bear the signature of the secretary and president.

Policies approved by the board are recorded in the minutes and placed in the official school board policies.

Names of members present and absent are recorded at each meeting.

All meetings are open to the public except meetings devoted to personnel matters, real estate transactions, and matters affecting security.

3. The board of trustees has approved procedures for assessing the effectiveness of the educational program.

Evaluation procedures provide for:

Self-evaluation on a continuing basis to assess pupil growth in terms of the stated objectives

Collection of relevant information

Identification of program deficiencies and recognition of strengths

Plans for correction of deficiencies

Reporting findings to the staff, school board, and community

4. The board of trustees has a definite written procedure providing for orderly hearings on appeals by aggrieved parties.
5. Written policies have been developed for admitting pupils who transfer from unaccredited schools.
6. The board of trustees has approved procedures for assessing the performance of the professional staff.

The procedures include:

Establishing criteria for evaluating competency in performance based upon the job description

Making provisions for annual evaluations

Outlining procedures for using the evaluation in prescribing inservice and professional growth activities

Placing the results of the evaluations in the personnel file

## PRINCIPLE IV

The policies adopted by the board of trustees clearly define the relationship between the school board and the superintendent of schools.

### STANDARDS

1. The board of trustees recognizes the superintendent as its chief executive officer and charges him with the administrative function.

The board clearly defines the duties of the superintendent of schools.

The board minutes clearly delineate between the policy making and appraisal functions of the school board and the administrative functions of the superintendent.

Official actions or decisions are made only in official meetings of the board.

2. The superintendent prepares the agenda for meetings of the board of trustees, makes regular and special reports on school operation, submits the budget for consideration and approval, and administers the budget after it is adopted.

An official agenda is prepared for each official meeting and is retained as a part of the supporting records.

The superintendent consults with the president or presiding officer in preparing the agenda.

## PRINCIPLE V

The superintendent of schools has developed written administrative policies, approved by the board of trustees, governing the operation of the school.

## STANDARDS

1. The superintendent recommends all employees for action by the board of trustees. He assigns them to positions authorized by the board.

The superintendent or his designated representative is responsible for reviewing the qualifications of prospective employees, assures the board that they meet the standards of professional preparation for the positions authorized and have appropriate credentials for the assigned position.

2. All employees understand the nature of their duties and, in the performance of such duties, are supervised by the superintendent or his designated representatives.

Employees are provided the necessary materials to perform their duties.

Staff members participate in the planned program for in-service education.

New personnel are orientated to the total school program.

Supervision is provided to coordinate and improve instruction and to assist teachers.

3. The cooperation of the school staff is sought in formulating and executing the educational plans for the school system.

The professional knowledge of the total staff is utilized in the development and improvement of the instructional program.

The staff participates in educational planning.

The staff is encouraged to submit recommendations for improving the instructional program.

Teachers are involved in the adoption, selection, and evaluation of instructional materials, supplies, and equipment.

4. All policies of the board of trustees which affect teacher personnel and the instructional program are in written form and are transmitted, with interpretations as needed, to the school staff.

## PRINCIPLE VI

**There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school, and out-of-school children and youth.**

## STANDARDS

1. The school plans and operates a program for assisting parents with the educational development of preschool children.

The school assumes leadership by:

Identifying problems affecting preschool children in the community

Surveying resources for solutions to these problems

Communicating with parents and with public and private agencies

Developing with parents and with public and private agencies, recommended programs of preschool education

2. The school has a plan in operation for meeting the educational needs of out-of-school youth.

Additional and continuing education for out-of-school youth is developed by:

Assessing educational needs of individuals

Utilizing available resources to develop programs

Utilizing public and private agencies with similar objectives to plan, develop, and operate appropriate programs

3. Emphasis is placed upon teaching the facts of, and developing appreciation for, all phases of the American heritage.

Teachers plan activities designed to develop understanding and appreciation of American history and traditions within appropriate content of all subject areas.

Pupils participate in meaningful patriotic ceremonies commemorating key historical dates and events.

4. The school has a planned program which identifies, appraises, provides instruction, and maintains contact with pupils who have special learning problems and with pupils who have special learning potentials.

Services in the school and in the community for diagnosis of learning difficulties and potentials have been surveyed.

Screening and referral procedures are known to teachers and counselors.

Communication is maintained among persons involved in diagnosis, instruction, and evaluation.

The school plans a program which accommodates significant differences in physical, intellectual, aesthetic, social, and emotional development.

Teachers are aware of the range of learning disabilities which cause interference in educational achievement, such as problems in rate and patterns of learning, reasoning, language, culture, motivation, attitude, and aptitude.

Individual or small group instruction and remediation are available for pupils with special learning problems.

Teachers recognize the learning potential of superior and talented pupils. They make adaptations in curriculum and instruction for pupils whose intelligence, giftedness, and creativity need recognition and stimulation.

5. Each elementary school maintains a balanced curriculum offering, including English language arts\*, science, mathematics, social studies, art, creative dramatics, music, health, physical education, and, if desired, modern foreign languages. Each course is based upon the State description of courses and local courses of study.

All areas of instruction are coordinated; skills developed and concepts formed are applied and reinforced in purposeful activities through all areas of the curriculum. Instruction is preceded by identification of pupil competencies and deficiencies.

Pupils show increasing independence in learning from a variety of materials; they are able to apply concepts and skills developed in problem-solving situations and in the study of new content.

Instruction assures all pupils the opportunity to learn according to the range of their abilities, interests, experiences, and background. Instructional activities provide learning experiences suitable to each individual. Sensory perceptions of pupils are used to aid learning and expand their range through actual and vicarious experiences.

Periodic, objective measurements show that pupils are developing through the combined processes of concept formation, development of skills, and acquisition of content knowledge.

6. Citizenship, conservation of natural resources, and safety are taught as a part of the instructional program.

Citizenship, conservation of natural resources, and safety are correlated with instruction in science, social studies, art, and other subjects.

Teaching guides in each grade include instruction in citizenship, conservation, and safety.

Pupils show pride in their school, community, and country.

The United States and Texas flags are displayed properly and the Pledge of Allegiance is given on appropriate occasions. Holidays are observed with understanding.

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\*Reading, literature, oral language, composition, speech arts, handwriting, spelling, mechanics, usage, and grammar

Documents of historical significance are used effectively in instruction.

Pupils respect and abide by the laws of the community, state, and nation.

Conservation instruction includes study of methods applicable to soil, water, forests, minerals, and wildlife.

Safety instruction is coordinated by a professional staff member.

Procedures have been developed to meet emergencies: accidents, fire, war, and disasters due to natural phenomena.

Pupils participate regularly in safety instruction: accident prevention, supervised safety drills, and, in grades 4-6, minor first aid.

First aid equipment is readily available; at least one staff member is competent to render first aid.

7. The school has a planned instructional program in operation that leads to discovering and meeting the needs of exceptional children and youth.

A continuing survey is maintained to identify children and youth who are blind, partially sighted, physically handicapped (school-room, homebound or hospitalized, and minimally brain injured), deaf, mentally retarded (educable and trainable), and those requiring speech and hearing therapy.

If a sufficient number of exceptional children live in the district special classes are organized and provided according to the State Plan for Special Education.

If the number of children living in the district is insufficient for a program, provision for the education of these children is made on a cooperative basis with other school districts.

Physical facilities compare with those in the other school programs and are sufficiently large to utilize special equipment and materials necessary in the differentiated curriculum.

Instructional programs for exceptional children are comparable in quality with other instructional programs in the school and are designed to meet the pupils' individual needs.

Integration of exceptional children into regular classes which provide profitable educational experiences is done routinely on a selective basis.

Regular evaluation is made of programs and their progress toward meeting the needs of exceptional children.

Instructional programs for exceptional children except for the trainable mentally retarded lead to high school graduation.

8. Non-English speaking children needing special instruction to adjust successfully in school and to use the English language may be placed in a modified program that makes full use of the pupils' ability in the language they understand and speak when enrolled in public school.\*

The modified program should have the following characteristics:

The first language of the child is used as a means of instruction in developing the basic skills of reading, spelling, writing, and arithmetic.

English is introduced as a second language; as the child becomes more proficient in understanding and speaking the second language, the use of the first language as a means of instruction should be decreased, while the use of English for this purpose is increased.

The use of both languages as a medium of instruction is continued for a minimum of three years and thereafter until such time as the child is able to comprehend and communicate effectively in English.

To assure the development of a literate bilingual, the child is given the opportunity for continued study of the four basic skills of his first language (understanding, speaking, reading, and writing).

9. Each accredited secondary school (grades 7-12) makes available to pupils the following subjects based upon State description of courses and local courses of study.

English (six years)

Mathematics (six years) including one year of Algebra and one year of Geometry

Science (six years) including Biology, Chemistry, and Physics

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\*A plan shall be placed on file with the Division of School Accreditation Texas Education Agency, for such program prior to its initiation.

Social Studies, four and one-half years as follows: one year of Texas History\* and Geography in Grade 7; two years of American History, including one year of American History and Citizenship in Grade 8, and one year of American History in any grade, 9-12; one year of either World History Studies or World Geography Studies in any grade 9-12; one-half year of American Government which includes study of the Texas and United States Constitutions.\*\*

Physical Education (six years) in accordance with Article 2663a, Section 1, Revised Civil Statutes.

Health in accordance with Article 2911, Revised Civil Statutes.

Vocational education programs offered according to pupil needs and actual or anticipated opportunities for gainful employment.

A foreign language program offered according to local needs.

Additional elective courses sufficient to meet the requirements for pupils in grades 7 through 12.

10. All pupils complete the following subjects in grades 7 and 8.

<u>Subject</u>	<u>Clock Hours, Minimum</u>
English Language Arts	320
Mathematics	260
Social Studies	260
Texas History and Geography; American History and Citizenship which includes the first part of the two-year program in American History.	
Science	130
Physical Education	130

A subject in grades 7 and 8 may not be scheduled for fewer than 65 clock hours in one year.

English language arts includes reading, literature, composition (oral and written), spelling, grammar, usage, and mechanics.

Social studies includes a minimum of 130 clock hours in Texas History and Geography, Grade 7; a minimum of 130 clock hours in the study of American History and Citizenship, Grade 8, which is the first part of a two-year American History program to be continued in any grade, 9-12.

---

\*Article 290, Penal Code

\*\*Article 2663b-1 Vernon's Revised Civil Statutes

Science is taught by the laboratory method and organized according to one of the following plans:

Plan A: Life Science (65 clock hours) and Earth Science (65 clock hours) in grades 7 and/or 8, as a minimum or

Plan B: General Science (130 clock hours) including Life, Earth, and Physical Science, in grades 7 and/or 8, as a minimum

In addition to the required subjects, pupils will complete 390 clock hours from the subjects listed below.

Foreign Languages	Speech
Art	Drama
Music	Typewriting
General Homemaking	Industrial Arts
Health	Science
Occupational Training	Physical Education

11. All pupils must complete at least 16 units plus 1 1/2 units (240 clock hours) of physical education instruction and 1/2 unit (80 clock hours) of health education to receive a high school diploma. (Items a through e which follow interpret these requirements.)

The required 16 units include the following specified subjects:

English (3 units)  
World History Studies or World Geography Studies (1 unit)  
American History (1 unit)  
(Includes the second year of a two-year program begun in Grade 8)  
American Government (1/2 unit)  
Mathematics (2 units)  
Science (2 units)  
Six and one-half units of electives from the "List of Approved Courses, Grades 7-12." See pages 41-50.

Courses taught as a part of the basic graduation requirements in grades 7-12 follow titles, credits, prerequisites, and time allotments found in "List of Approved Courses, Grades 7-12," on pages 41-50.

Schools desiring to develop courses not in the "List of Approved Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year.

Credit for courses not included in the approved list must be over and above the minimum 16 units required for high school graduation.

Social Studies, four and one-half years as follows: one year of Texas History\* and Geography in Grade 7; two years of American History, including one year of American History and Citizenship in Grade 8, and one year of American History in any grade, 9-12; one year of either World History Studies or World Geography Studies in any grade 9-12; one-half year of American Government which includes study of the Texas and United States Constitutions.\*\*

Physical Education (six years) in accordance with Section 21.117, Texas Education Code.

Health in accordance with Sections 21.101 and 21.104, Texas Education Code.

Vocational education programs offered according to pupil needs and actual or anticipated opportunities for gainful employment.

A foreign language program offered according to local needs.

Additional elective courses sufficient to meet the requirements for pupils in grades 7 through 12.

10. All pupils complete the following subjects in grades 7 and 8.

<u>Subject</u>	<u>Clock Hours, Minimum</u>
English Language Arts	320
Mathematics	260
Social Studies	260
Texas History and Geography; American History and Citizenship which includes the first part of the two-year program in American History.	
Science	130
Physical Education	180

A subject in grades 7 and 8 may not be scheduled for fewer than 65 clock hours in one year.

English language arts includes reading, literature, composition (oral and written), spelling, grammar, usage, and mechanics.

Social studies includes a minimum of 130 clock hours in Texas History and Geography, Grade 7; a minimum of 130 clock hours in the study of American History and Citizenship, Grade 8, which is the first part of a two-year American History program to be continued in any grade, 9-12.

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\*Section 21.103, Texas Education Code

\*\*Section 21.106, Texas Education Code

Science is taught by the laboratory method and organized according to one of the following plans:

Plan A: Life Science (65 clock hours) and Earth Science (65 clock hours) in grades 7 and/or 8, as a minimum or

Plan B: General Science (130 clock hours) including Life, Earth, and Physical Science, in grades 7 and/or 8, as a minimum

In addition to the required subjects, pupils will complete 390 clock hours from the subjects listed below.

Foreign Languages	Speech
Art	Drama
Music	Typewriting
General Homemaking	Industrial Arts
Health	Science
Occupational Training	Physical Education

11. All pupils must complete at least 16 units plus 1 1/2 units (240 clock hours) of physical education instruction and 1/2 unit (80 clock hours) of health education to receive a high school diploma. (Items a through e which follow interpret these requirements.)

The required 16 units include the following specified subjects:

English (3 units)  
World History Studies or World Geography Studies (1 unit)  
American History (1 unit)  
(Includes the second year of a two-year program begun in Grade 8)  
American Government (1/2 unit)  
Mathematics (2 units)  
Science (2 units)  
Six and one-half units of electives from the "List of Approved Courses, Grades 7-12." See pages 41-50.

Courses taught as a part of the basic graduation requirements in grades 7-12 follow titles, credits, prerequisites, and time allotments found in "List of Approved Courses, Grades 7-12," on pages 41-50.

Schools desiring to develop courses not in the "List of Approved Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year.

Credit for courses not included in the approved list must be over and above the minimum 16 units required for high school graduation.

Social Studies, four and one-half years as follows: one year of Texas History\* and Geography in Grade 7; two years of American History, including one year of American History and Citizenship in Grade 8, and one year of American History in any grade, 9-12; one year of either World History Studies or World Geography Studies in any grade 9-12; one-half year of American Government which includes study of the Texas and United States Constitutions.\*\*

Physical Education (six years) in accordance with Section 21.117, Texas Education Code.

Health in accordance with Sections 21.101 and 21.104, Texas Education Code.

Vocational education programs offered according to pupil needs and actual or anticipated opportunities for gainful employment.

A foreign language program offered according to local needs.

Additional elective courses sufficient to meet the requirements for pupils in grades 7 through 12.

10. All pupils complete the following subjects in grades 7 and 8.

<u>Subject</u>	<u>Clock Hours, Minimum</u>
English Language Arts	270
Mathematics	260
Social Studies	260
Texas History and Geography; American History and Citizenship which includes the first part of the two-year program in American History.	
Science	130
Physical Education	130

English language arts includes reading, literature, composition (oral and written), spelling, grammar, usage, and mechanics.

Social studies includes a minimum of 130 clock hours in Texas History and Geography, Grade 7; a minimum of 130 clock hours in the study of American History and Citizenship, Grade 8, which is the first part of a two-year American History program to be continued in any grade, 9-12.

Science is taught by the laboratory method and organized according to one of the following plans:

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\*Section 21.103, Texas Education Code  
\*\*Section 21.106, Texas Education Code

Plan A: Life Science (65 clock hours) and Earth Science (65 clock hours) in grades 7 and/or 8, as a minimum or

Plan B: General Science (130 clock hours) including Life, Earth, and Physical Science, in grades 7 and/or 8, as a minimum

In addition to the required subjects, pupils will complete 450 clock hours from the subjects listed below.

Foreign Languages	Speech
Art	Drama
Music	Typewriting
General Homemaking	Industrial Arts
Health	Science
Occupational Training	Physical Education

11. All pupils must complete at least 16 units plus 1 1/2 units (240 clock hours) of physical education instruction and 1/2 unit (80 clock hours) of health education to receive a high school diploma. (Items a through e which follow interpret these requirements.)

The required 16 units include the following specified subjects:

English (3 units)  
World History Studies or World Geography Studies (1 unit)  
American History (1 unit)  
(Includes the second year of a two-year program begun in Grade 8)  
American Government (1/2 unit)  
Mathematics (2 units)  
Science (2 units)  
Six and one-half units of electives from the "List of Approved Courses, Grades 7-12."

Courses taught as a part of the basic graduation requirements in grades 7-12 follow titles, credits, prerequisites, and time allotments found in "List of Approved Courses, Grades 7-12."

Schools desiring to develop courses not in the "List of Approved Courses, Grades 7-12" submit a course description to the Division of School Accreditation, Texas Education Agency, for approval to teach such a course, and submit an evaluation at the close of the year.

Credit for a course not included in the approved list but given individual approval by the Division of School Accreditation may be used in the minimum 16 units required for high school graduation under two conditions:

- (1) if the course has been approved and taught once; and
- (2) if the evaluation report submitted at the close of the course justifies its continuation and specifies how it will be used in meeting graduation requirements.

- a. The graduation requirement of two units in mathematics must be fulfilled by completion of Geometry, Consumer Mathematics, or Related Mathematics II and their respective prerequisites. In specific cases where the counseling program has determined that a student cannot satisfactorily complete either Geometry or Related Mathematics II, graduation requirements may be satisfied with Related Mathematics R (a remedial course) and Consumer Mathematics.
- b. The science requirement of two units may be fulfilled in one of the following ways:
- Completion of two units of science taught by the laboratory method selected from the science courses for grades 9-12
- Completion of 130 clock hours of science taught by the laboratory method as described in the requirements for grades 7 and 8 (this work in grades 7 and 8 is not to be counted as one of the 16 basic high school units), and one unit of science taught by the laboratory method selected from the science courses for grades 9-12
- c. Driver Education may be offered in grades 9-12 but may not be one of the 16 basic units required for graduation.
- Driver Education, if offered, is available for all eligible students.
- The course is scheduled and taught in compliance with the standards for an approved course in Driver Education for Texas schools, adopted jointly by the Texas Education Agency and the Department of Public Safety in 1965.
- The *Curriculum Guide for Driver Education, 1965* (Texas Education Agency) is to be followed for class and in-car instruction.
- Instructors are scheduled to teach no more than six (6) hours each day, including class, in-car instruction, and other subjects.
- d. The two-unit requirement in Health Education and Physical Education may be completed by one of the following plans:
- Plan A: One-half unit in Health Education and one and one-half units of Physical Education according to the approved State description of courses

Plan B: Two units of combined Health Education and Physical Education in which health instruction is scheduled for approximately one fourth of the total time using an instructional guide outlining activities and time allocations according to the approved State description of courses

Students are classified for physical education on the basis of health into one of the following:

Unrestricted--not limited in activities and includes participation in inter-school athletics

Restricted--excludes the more vigorous activities but includes a limited participation in intramural activities

Adapted and remedial--specific activities prescribed or prohibited for students so classified. The doctor uses this classification rather than a medical excuse

- e. The local school may develop a plan, approved by the local board of education, which allows individual pupils to be graduated without fully meeting the physical education requirements. (Effective scheduling minimizes the necessity for using this alternative.) Such a plan provides that:

Such pupils are participating in courses or activities that contribute to physical fitness such as band, cooperative vocational programs, and vocational shop programs.

The pupil receives 80 clock hours of health instruction.

A pupil who has not completed the requirement in physical education will resume instruction in this subject when the conflict in scheduling is resolved.

Valid physical fitness tests are used to determine the pupil's physical abilities and evaluate his progress.

The permanent record of the pupil includes physical fitness evaluations and the alternative courses taken. Texas Education Agency Form ACC-007 may be used.

No units of credit are given in physical education to pupils participating in this plan.

- a. The graduation requirement in mathematics must be fulfilled by credit for any two semester units or six quarter units from the State List of Approved Courses. Local board policy ensures that the school will assist the pupil, with the approval of his parents, in selecting the courses appropriate to his needs in moving toward his educational goals.
- b. The science requirement of two units may be fulfilled in one of the following ways:
- Completion of two units of science taught by the laboratory method selected from the science courses for grades 9-12
- Completion of 130 clock hours of science taught by the laboratory method as described in the requirements for grades 7 and 8 (this work in grades 7 and 8 is not to be counted as one of the 16 basic high school units), and one unit of science taught by the laboratory method selected from the science courses for grades 9-12
- c. Driver Education may be offered in grades 9-12 but may not be one of the 16 basic units required for graduation.
- Driver Education, if offered, is available for all eligible students.
- The course is scheduled and taught in compliance with the current standards for an approved course in Driver Education for Texas schools, adopted jointly by the Texas Education Agency and the Department of Public Safety.
- The driver education curriculum guides, as amended and revised, are required for the instruction provided.
- Instructors are scheduled to teach no more than six (6) hours each day, including class, in-car instruction, and other subjects.
- d. The two-unit requirement in Health Education and Physical Education may be completed by one of the following plans:
- Plan A: One-half unit in Health Education and one and one-half units of Physical Education according to the approved State description of courses

Plan B: Two units of combined Health Education and Physical Education in which health instruction is scheduled for approximately one fourth of the total time using an instructional guide outlining activities and time allocations according to the approved State description of courses

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Such pupils are participating in courses or activities that contribute to physical fitness such as band, cooperative vocational programs, and vocational shop programs.

The pupil receives 80 clock hours of health instruction.

A pupil who has not completed the requirement in physical education will resume instruction in this subject when the conflict in scheduling is resolved.

Valid physical fitness tests are used to determine the pupil's physical abilities and evaluate his progress.

The permanent record of the pupil includes physical fitness evaluations and the alternative courses taken. Texas Education Agency Form ACC-007 may be used.

No units of credit are given in physical education to pupils participating in this plan.

12. Foreign languages offered are taught in sequence.

Elementary

Only modern foreign languages are considered appropriate in the elementary school, and the selection of the language to be taught reflects the cultural and geographic needs of the community.

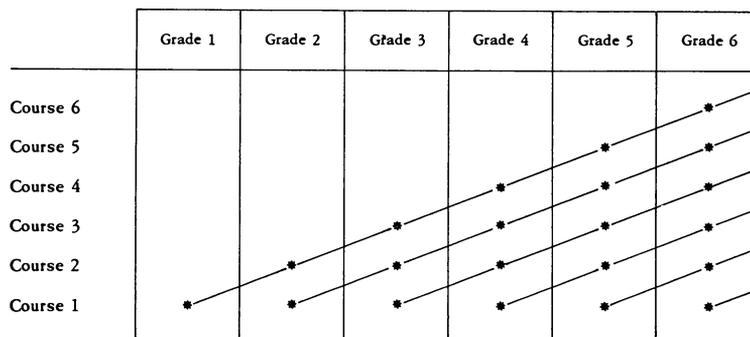
The program reflects the sequential development of the linguistic skills, beginning with listening and speaking, followed by reading and writing. The study of the cultural patterns of the country or countries whose language is being studied is an integral part of the program.

At least 20-minute sessions from three to five times a week are scheduled in the school day.

Teachers of modern foreign languages present evidence of proficiency in the four basic language skills or are in the process of developing these skills. Preparation includes knowledge of principles of language learning, the foreign culture and civilization, and methods and techniques of teaching foreign languages.

The elementary program has continuity, is coordinated between schools, and is articulated with the junior high and high school program. (See chart below.)

Foreign Language Sequence, Grades 1-6



Secondary Classical

Although the primary objective of the study of Latin is to read the original works of Roman authors with comprehension, the other language skills of listening, speaking, and writing are an integral part of the instruction.

Secondary Modern

Adequate provision should be made for separate grouping of beginning foreign language students and those with foreign language training in the elementary grades. Students with demonstrated ability are considered for advanced placement.

A capable student is recommended to study the same foreign language for a minimum of three years. Superior language students may be encouraged to select a second foreign language while continuing with the first.

A foreign language in grades 7 and 8 is offered for a minimum of 130 clock hours per year. Each year of secondary instruction (7-12) should enable the student to advance to the next Level in the sequence. (See chart below.)

The testing program evaluates skills of listening, speaking, reading, and writing and the cultural patterns of the country or countries whose language is being studied.

**Foreign Language Sequence, Levels I-VI**

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Level VI						*
Level V					*	*
Level IV				*	*	*
Level III			*	*	*	*
Level II		*	*	*	*	*
Level I	*	*	*	*	*	*

13. Schools limit individual pupils to one period during the regularly scheduled school day for practice of inter-school competitive athletics and for programs in which body conditioning, training, or other activities in one of the team sports is the objective of the teacher and pupils.

Schools using one period per day for activities in competitive athletics:

Have written board policies which outline the athletic program and state the beginning and ending dates of each team sport.

Develop written guides for each team sport of the inter-school competitive athletic program stating the educational objectives and expected pupil outcomes.

Limit pupils to one period during the regular school day for participation in competitive athletic activities and physical education.

Provide for athletes in their off season a physical education class conducted according to a course outline that includes lifetime sports and other carry-over activities.

Require 80 clock hours of health instruction.

14. Summer school programs meet the standards of the regular term except where special provisions apply. Provisions listed below are specifically applicable to summer schools.

The summer program must be operated according to written policies of the board of trustees.

The summer school program is administered by a specifically assigned staff member with the appropriate administrative endorsement. He has the authority and available time during the regular school term to plan and organize the summer school program of the district.

Library programs and instructional resources are available on the same basis as during the regular term.

Courses from the "List of Approved Courses, Grades 7-12" offered in summer school programs are comparable, insofar as content and achievement standards are concerned, to the same courses taught in the regular term.

Regular school course guides and teaching plans when used in summer school are adjusted to compensate for differences in length of daily class periods and in the number of calendar days.

The summer school equivalent of one semester in a regular term is 70 hours net instructional time. One full unit incorporates 140 clock hours. Net instructional time is defined as exclusive of registration, holidays, and daily class breaks.

A maximum of 1 1/2 units may be earned in a summer term; however, a school may allow students to earn more than 1 1/2 units of credit with special permission of the Division of School Accreditation, Texas Education Agency.

No individual teacher is assigned more than six hours of classroom teaching per day.

Pupils secure prior approval from school officials before enrolling in correspondence courses while attending summer school.

15. An adequate system of pupil personnel accounting is in operation.

Daily registers or the central accounting system are kept in accordance with recommended instructions.

Attendance accounting and supervision of teachers in their pupil accounting procedures are assigned to a designated professional staff member.

Cumulative records include an account of scholastic progress, attendance, and health information.

The classroom teacher reviews records periodically and confers with supervisors, principals, nurses, and others concerning the scholastic progress and physical health status of pupils.

16. The school limits units earned by correspondence to two of the 16 units required of each pupil for graduation.

A school permitting work by correspondence has a plan, adopted by the board of trustees, which has the following characteristics:

Establishes local limitations on pupil eligibility for correspondence courses.

Requires prior approval by school authorities before a pupil enrolls for correspondence courses.

Provides for assignment of staff members to supervise correspondence work.

Ensures that correspondence courses are used for emergency or enrichment only and do not become a substitute for residence work.

Local requirements above the 16 units may be included.

Correspondence courses taken by pupils while residing abroad are not subject to limitation of the two units of this standard.

17. Graduates of each high school are awarded the same type of diploma.

The transcript rather than the diploma records individual accomplishments, achievements, and a description of the type of program completed.

18. Each school system maintains a realistic and workable program of guidance services.

The program is outlined in writing with policies approved by the local board of trustees.

Services are coordinated and administered by the professional personnel in accordance with locally approved policies.

This program of services provides for pupil appraisal and guidance in meeting the educational and vocational needs of pupils.

The guidance program operating with central coordination is a cooperative project of the entire professional staff.

The guidance services are coordinated with the regular instructional program so that together they will contribute to a unified educational program.

14. Summer school programs meet the standards of the regular term except where special provisions apply. Provisions listed below are specifically applicable to summer schools.

The summer program must be operated according to written policies of the board of trustees.

The summer school program is administered by a specifically assigned staff member with the appropriate administrative endorsement. He has the authority and available time during the regular school term to plan and organize the summer school program of the district.

Library programs and instructional resources are available on the same basis as during the regular term.

Courses from the "List of Approved Courses, Grades 7-12" offered in summer school programs are comparable, insofar as content and achievement standards are concerned, to the same courses taught in the regular term.

Regular school course guides and teaching plans when used in summer school are adjusted to compensate for differences in length of daily class periods and in the number of calendar days.

The summer school equivalent of one semester in a regular term is 70 hours net instructional time. One full unit incorporates 140 clock hours. Net instructional time is defined as exclusive of registration, holidays, and daily class breaks.

A maximum of 1 1/2 units may be earned in a summer term; however, a school may allow students to earn more than 1 1/2 units of credit with special permission of the Division of School Accreditation, Texas Education Agency.

No individual teacher is assigned more than six hours of classroom teaching per day.

Pupils secure prior approval from school officials before enrolling in correspondence courses while attending summer school.

15. An adequate system of pupil personnel accounting is in operation.

Daily registers or the central accounting system are kept in accordance with recommended instructions.

Attendance accounting and supervision of teachers in their pupil accounting procedures are assigned to a designated professional staff member.

Cumulative records include an account of scholastic progress, attendance, and health information.

The classroom teacher reviews records periodically and confers with supervisors, principals, nurses, and others concerning the scholastic progress and physical health status of pupils.

16. The school may establish a supervised correspondence study program for in-school and out-of-school youth and adults.

The program, outlined in writing and approved by the local board of trustees, has the following characteristics:

For in-school youth:

Designates courses are to be from the University of Texas Division of Extension in Austin, the Extension Division of the Texas Technological University, or the United States Armed Forces Institute.

Limits units earned to two of the 16 units required for graduation. (Pupils residing abroad are exempt from this limit.)

Establishes local limitations on pupil eligibility for correspondence courses.

Requires prior approval by school authorities before a pupil enrolls for correspondence courses.

Provides for assignment of staff members to supervise correspondence work.

Ensures that correspondence courses are used for emergency or enrichment only and do not become a substitute for residence work.

For out-of-school youth and adults:

Limits eligibility to individuals who are not enrolled in a day school. If individuals are under 18 years of age, verification of permanent withdrawal must be made by the principal of the last school attended.

Permits as many units as needed for graduation to be taken by correspondence.

Limits student enrollment to two correspondence courses simultaneously.

Specifies that only courses from members of the National University Extension Association or correspondence schools approved by the Division of School Accreditation may be used in public school correspondence programs.

Designates that the local district provide counseling, administrative, and clerical assistance necessary for operation of the adult program.

Requires a method for supervision of all written correspondence papers, and the administration of all final examinations.

Recommends courses be completed within a reasonable time, usually within six months from the date of registration. Extension may be considered on the basis of individual merit.

17. Graduates of each high school are awarded the same type of diploma.

The transcript rather than the diploma records individual accomplishments, achievements, and a description of the type of program completed.

18. Each school system maintains a realistic and workable program of guidance services.

The program is outlined in writing with policies approved by the local board of trustees.

Services are coordinated and administered by the professional personnel in accordance with locally approved policies.

This program of services provides for pupil appraisal and guidance in meeting the educational and vocational needs of pupils.

The guidance program operating with central coordination is a cooperative project of the entire professional staff.

The guidance services are coordinated with the regular instructional program so that together they will contribute to a unified educational program.

Teachers utilize opportunities in the classroom, in extracurricular activities, and in contacts with parents to achieve guidance objectives through group discussions, specific projects, and other appropriate methods.

The program provides vocational guidance that is realistic in the light of changing vocational opportunities.

Adequate physical facilities, equipment, and materials are provided.

19. Vocational education programs offered are operated in accordance with the *Guide for Public Schools in Planning Programs of Vocational Education for In-School Students*.

The Guide assists public schools in planning, establishing, conducting, and evaluating programs of vocational education.

The vocational program of the school considers:

Opportunities for gainful employment suited to the needs, interests, and abilities of students to benefit from such programs by acquiring the knowledge and skills necessary for entry upon and success in employment.

Preparation of students to become efficient homemakers in vocational homemaking education.

20. The school provides health services which include daily health observation of pupils.

Health services include physical examinations, screening tests, prevention and control of communicable diseases, and provision for emergency cases.

Community health resources are used in the school's health program.

There is a plan for daily health observation and for referral of pupils who show signs of ill health.

All school employees have pre-employment and periodic physical examinations, and records of these examinations are kept along with other personnel data.

Policies of the board of trustees include provisions or facilities for:

Exclusion of pupils or employees who have communicable diseases

Emergency care of the sick

Authority to make health appraisals of pupils

Health services as may be necessary in maintaining good health among the student body

21. The school system has in operation a planned Instructional Media Program\* for all pupils in all grades in keeping with the needs of each campus unit.

Professionally trained personnel with time free from other duties are responsible for planning the program and supervising services as evidenced by:

A member of the professional staff has charge of the school library program and is qualified according to one of the following plans.

A staff member serving as librarian full time holds a librarian's certificate issued by the Texas Education Agency,

A staff member serving as librarian 50 percent or more but not all of the school day has at least 12 semester hours in library science from a college or university with an approved program for preparation of school librarians.

A staff member serving as librarian less than 50 percent of the school day has at least six semester hours in library science from a college or university with an approved program for the preparation of school librarians.

An audio-visual specialist, the librarian, or a teacher with media competencies has charge of the nonprinted materials program.

Instructional materials and equipment are sufficient in quality and quantity to support the instructional program and are accessible to teachers and pupils at each period of the school day as evidenced by:

A balanced basic book collection of at least five titles per student

Availability of approved book selection aids

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\*Instructional Media Program includes printed and nonprinted materials (Examples are traditional library and audio-visual items, educational television, computer assisted instruction, and other applications of technology to instruction.)

A collection of media materials such as tape and disc recordings, slides, filmstrips, transparencies, picture files, charts, maps, globes, and other such resources plus appropriate items of equipment

A card catalog or current shelf list to provide an index to the materials housed in classroom collections, central collections, centralized libraries, or instructional material centers

Periodicals appropriate to age and grade levels represented on campus

Professional books and periodicals readily accessible to the staff

Physical facilities are commensurate with the school instructional program, enrollment, number and types of material, and the age of pupils to be served; all classrooms are equipped with sufficient shelving and storage for classroom materials and for collections of materials which circulate from:

A central collection of instructional media with appropriate shelving and storage accommodations in elementary schools with fewer than 20 classroom teacher units; or

A centralized library and an instructional materials center with space for seating at least two classes and with appropriate shelving, storage, equipment, and furniture in large elementary schools and all secondary schools

An annual budget is provided to operate the program as evidenced by:

A basic book collection plus funds budgeted to acquire one book per student per year, or a plan supported by a budget and timetable to acquire the basic collection by September, 1969

An initial collection of instructional media and equipment plus funds budgeted to acquire a basic collection of such materials

Items budgeted for rebinding, supplies, periodicals, encyclopedias, equipment, and repair, in addition to the materials budget

Policies have been developed for effective use of instructional media by teachers and pupils as evidenced by:

A plan for use of library resources by individuals, small groups, and class groups

A plan for teaching students to use library resources

Provisions to incorporate instructional media resources into the instructional program

Indications that students are using media resources as an integral part of the teaching-learning experiences

A program of teacher orientation in audio-visual and library services and utilization of materials

Note: Quantitative and qualitative interpretations are found in the Texas Education Agency publication *The School Library and Instructional Resources*, Bulletin 659, describing the library program and instructional resources.

22. Opportunities are provided all pupils to participate in student activities designed to develop individual interests and aptitudes.

The pupil activity program is planned as a part of the total program.

Special abilities and interests of pupils are provided by a variety of activities such as drama, speech, music, publications, recreation, clubs, films, student council, independent study, appropriate group guidance, and pursuit of independent interests and projects.

Pupils participate in activities designed to accomplish planned educational aims suitable to age and physical condition.

23. There is evidence of respect for public and private property.

The condition of school properties and equipment reflects the effectiveness of citizenship training in the school.

Building and grounds are clean and well maintained.

The pupils, staff, and citizens show respect for school properties and equipment.

24. The plan for implementing an experimental project and later evaluative studies are reported to the Division of School Accreditation.

The report includes nature and extent of the experiment, expected outcome, and methods and procedures for evaluation.

At the end of the experiment, the school agrees to report findings to the Division of School Accreditation, Texas Education Agency.

The Texas Education Agency recognizes the need for continued experimentation and improvement of instructional practices. Standards for programs are not intended to discourage schools from engaging in planned and organized experimentation.

25. Pupils of recognized ability and achievement may be granted credit or advanced standing, or both, in secondary school subjects (grades 7-12), upon demonstration of competence by examination or performance test, without attendance in regularly scheduled classes.

To establish the program the board of trustees develops policies on the following plans:

Plan A: Pupils may receive credit in specified subjects of the 16 units required for graduation, provided that such pupils also complete 16 units of credit in regular class work. (This plan gives the deserving pupil additional time in the secondary school for taking work in a field where he has exceptional ability or where his educational goals require specialization.)

Plan B: Pupils with very superior ability may validate knowledge and ability in any subject in the secondary school program and receive credit and advanced standing for this demonstrated competence. (This plan gives the pupil of high ability the opportunity to concentrate study in special fields of interest and perhaps in certain cases to complete the secondary school program in a shorter time.)

The policies adopted by the local board of trustees for either of these plans should have the following characteristics:

Establish procedures for identifying pupils eligible to participate in these plans for receiving credit or advanced standing, or both, and ensure that evidence supporting selection is made a part of the pupil's record

Provide examination or performance tests based on State description of courses and local courses of study

Ensure that the examination involves the ability to arrange and present ideas, solve problems, and present problems in an orderly and acceptable manner

Ensure that performance tests are used in appropriate subject areas, supplemented by written examinations where both procedures are normally used for pupil evaluation

Set the passing grade on validating tests and examinations higher than that expected in regularly scheduled classwork

Determine the time, place, length, and method of administering examinations and performance tests

Ensure that examinations are properly evaluated, certified by the examining teacher and the principal, and retained as part of the pupil's permanent record

Provide that information concerning these procedures is communicated to pupils, teachers, and parents

Report to the Division of School Accreditation as requested

Schools desiring to participate in these plans will submit applications, using forms prepared by the Texas Education Agency, by June 1 prior to the school year in which the program is to be initiated. The initial plan must be approved before credit or advanced standing can be given. Application forms are available from the Division of School Accreditation, Texas Education Agency.

Note: Under this standard, local plans may provide for validation of credits for adults, pupils who attended school in foreign countries, and pupils who are below their age-grade placement.

24. The plan for implementing an experimental project and later evaluative studies are reported to the Division of School Accreditation.

The report includes nature and extent of the experiment, expected outcome, and methods and procedures for evaluation.

At the end of the experiment, the school agrees to report findings to the Division of School Accreditation, Texas Education Agency.

The Texas Education Agency recognizes the need for continued experimentation and improvement of instructional practices. Standards for programs are not intended to discourage schools from engaging in planned and organized experimentation.

25. The school system may develop a plan whereby pupils in grades 9-12 obtaining knowledge or skills outside the school program may be granted credit in any subject on the list of approved courses upon demonstration of competence by examination or performance test.

The local board of trustees will adopt policies authorizing the granting of credit by examination or performance test having the following characteristics:

Establish eligibility of students who may take the examination or performance test.

Establish procedures for pupils to take the examination or performance test. The administration should determine the time, place, length, and method of administering the examination or performance test.

Ensure that the particular examination or performance test used to validate the student's ability will verify that the student has satisfactory knowledge of the subject.

Set the passing grade for accepting student work under these conditions in accordance with grades that are required of students attending regular classes.

Ensure that the examinations or performance tests are properly evaluated, certified by the examining teacher and the principal, and are retained as part of the pupils' permanent records.

## PRINCIPLE VII

Each school employs qualified and competent personnel in reasonable ratio to the number of pupils and of grades taught.

### STANDARDS

1. All professional personnel are graduates of colleges and universities which are (1) approved by the Texas Education Agency for teacher education programs or (2) otherwise recognized by the Texas Education Agency for public school professional employment purposes.

Note: Teachers in Vocational Industrial Education and school nurses are not required to be college graduates.

2. All personnel hold valid Texas teachers certificates appropriate for their current assignments.
3. Teachers are assigned in areas or subjects for which they have completed an approved program of teacher education.

An individual receiving a secondary certificate dated after September 1, 1966, must have the proper teaching field on the certificate in order to meet standards for teaching the subject in grades 7-12. (See Column 4, pages 29-32.)

An individual that fully met accreditation standards in effect prior to September 1, 1961, and taught the subject in grades 7-12 for one school year prior to September 1, 1962, may continue to teach the subject without additional preparation. (See Column 2, pages 29-32.)

Teachers in grades 7-12 who have not completed an approved program of teacher education and are not exempt by virtue of the policy above, but taught the subject one year prior to September 1, 1966, may teach the subject by acquiring the number of semester hours of college credit. (See Column 3, pages 29-32.)

If grades 7 and 8 are organized on a "self-contained" basis, the preparation of the teacher must comply with standards applicable to elementary teachers rather than the standards set forth for departmentalized seventh and eighth grades. "Self-contained" is defined as a class which is taught by one teacher for 50 percent or more of the school day.

Teachers in departmentalized grades 7 and 8 may have either elementary or secondary endorsements on their certificates.

When emergency conditions require, a teacher may be assigned to a subject for which he does not have required preparation. In such cases, the teacher makes a plan in writing approved by the superintendent of the employing school, in which he agrees to take at least six semester hours per year until his preparation does meet standards. The plan is to be filed in the teacher's personnel folder. If a teacher is assigned any subject in grades 9-12 under such conditions, 12 semester hours of credit are required as a minimum of preparation. Schools unable to meet the above requirements, in extreme emergencies, request approval of such assignments from the Division of School Accreditation, Texas Education Agency.

4. Nonprofessional personnel may be assigned as assistants to the professional staff.

Schools using nonprofessional personnel for noninstructional duties:

Develop job descriptions for positions authorized by the board of trustees

Develop and operate an orientation and in-service training program for the assistants\*

Schools using nonprofessional personnel to assist with instructional duties:

Develop job descriptions for positions authorized by the board of trustees

Assign them only to professional personnel who have a degree and who meet all provisional certification requirements or accreditation standards for their assignment\*\*

Develop and operate an orientation and in-service training program for the assistants

Schools using nonprofessional personnel as assistants develop and operate programs for the professional staff in the effective use and supervision of such assistants.

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\*An assistant with noninstructional duties would not have direct contact with children in the classroom,

\*\*An assistant with instructional duties would have direct contact with children in the classroom but would not have direct responsibility for instruction.

5. A plan has been approved by the board of trustees for a continuing program of professional growth and in-service education of school personnel.

The plan includes definite allocation of funds and staff time.

The superintendent has the responsibility, or delegates it to a specific staff member, of implementing the school's plan for professional growth and development of the staff.

Staff members are involved in arranging and executing the in-service education program using resources from outside the school.

Professional growth or in-service education activities completed are recorded in personnel folders with the notation appropriate to the activity; it may record performance, involvement, or attendance.

New programs or curriculum changes implemented in the instructional program are introduced through and supported by in-service education.

The plan provides in-service education orientation of staff members new to the system and inexperienced teachers.

The focus of the in-service education is directed as needed; toward total staff, departmental teachers, a campus group, personnel transferred within the system, or individuals.

When full-time teachers or administrators enroll for college work during the regular school term the following regulations are observed:

Three semester hours of graduate level college work may be carried during any semester of the school year.

However, where the board of trustees officially approves, graduate work may be earned on the basis of six semester hours per semester or nine semester hours during an academic year.

Six semester hours of work may be carried in any one semester of the academic year at the undergraduate level.

6. The school maintains teacher-pupil ratios and class sizes appropriate to the program.

A teacher in an elementary school has no more than 30 pupils in membership in a grade 1 or 2 class or section nor more than 35 in any other class or section.\*

A teacher in an elementary school assigned more than two grades is assigned consecutive grades with no more than 24 pupils.

A teacher in a secondary school is assigned no more than 750 pupil periods of teaching per week nor more than 35 pupils in membership per class section.\*

Teacher-pupil ratios are based on the total staff and pupil membership when the instructional organization involves team teaching or other forms of large and small group activities not using the traditional classroom arrangement.

Each class section in laboratory, vocational, and shop subjects requiring work space for individual students is limited to a maximum of 30 pupils in membership.

Pupil-teacher ratios of special service positions comply with recommendations of Texas Education Agency publications describing those programs.

Since the public school must admit all pupils, the limits on class size herein established may be exceeded for temporary periods. When such excess enrollment is necessary, the school must have a remedial plan so that the standard on limits of class size can be met as soon as possible.

7. Twelve-grade school systems utilize a minimum of four full-time teachers in the first eight grades and four full-time teachers, exclusive of vocational units, in the upper four grades.

Since the superintendent of schools is authorized by the Foundation School Program Act for administrative duties, he must not teach more than three classes.

In no case may a school system be accredited as a 12-grade system with fewer than four full-time teachers in the first eight grades and three full-time teachers, other than vocational units, and the superintendent teaching three classes in the upper four grades. Such schools must justify continued approval as an accredited 12-grade school in the light of the total educational program and services available, as well as community resources and effort in supporting the school.

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\*Exceptions in choral and instrumental music are permitted. Schools enrolling more than 35 pupils in Physical Education and Typewriting I class sections justify the excess enrollment based on program objectives, utilization of personnel, adequate equipment, and suitable facilities in writing to the Division of School Accreditation.

5. A plan has been approved by the board of trustees for a continuing program of professional growth and in-service education of school personnel.

The plan includes definite allocation of funds and staff time.

The superintendent has the responsibility, or delegates it to a specific staff member, of implementing the school's plan for professional growth and development of the staff.

Staff members are involved in arranging and executing the in-service education program using resources from outside the school.

Professional growth or in-service education activities completed are recorded in personnel folders with the notation appropriate to the activity; it may record performance, involvement, or attendance.

New programs or curriculum changes implemented in the instructional program are introduced through and supported by in-service education.

The plan provides in-service education orientation of staff members new to the system and inexperienced teachers.

The focus of the in-service education is directed as needed; toward total staff, departmental teachers, a campus group, personnel transferred within the system, or individuals.

When full-time teachers or administrators enroll for college work during the regular school term the following regulations are observed:

Three semester hours of graduate level college work may be carried during any semester of the school year.

However, where the board of trustees officially approves, graduate work may be earned on the basis of six semester hours per semester.

Six semester hours of work may be carried in any one semester of the academic year at the undergraduate level.

6. The school maintains teacher-pupil ratios and class sizes appropriate to the program.

A teacher in an elementary school has no more than 30 pupils in membership in a grade 1 or 2 class or section nor more than 35 in any other class or section.\*

A teacher in an elementary school assigned more than two grades is assigned consecutive grades with no more than 24 pupils.

A teacher in a secondary school is assigned no more than 750 pupil periods of teaching per week nor more than 35 pupils in membership per class section.\*

Teacher-pupil ratios are based on the total staff and pupil membership when the instructional organization involves team teaching or other forms of large and small group activities not using the traditional classroom arrangement.

Each class section in laboratory, vocational, and shop subjects requiring work space for individual students is limited to a maximum of 30 pupils in membership.

Pupil-teacher ratios of special service positions comply with recommendations of Texas Education Agency publications describing those programs.

Since the public school must admit all pupils, the limits on class size herein established may be exceeded for temporary periods. When such excess enrollment is necessary, the school must have a remedial plan so that the standard on limits of class size can be met as soon as possible.

7. Twelve-grade school systems utilize a minimum of four full-time teachers in the first eight grades and four full-time teachers, exclusive of vocational units, in the upper four grades.

Since the superintendent of schools is authorized by the Foundation School Program Act for administrative duties, he must not teach more than three classes.

In no case may a school system be accredited as a 12-grade system with fewer than four full-time teachers in the first eight grades and three full-time teachers, other than vocational units, and the superintendent teaching three classes in the upper four grades. Such schools must justify continued approval as an accredited 12-grade school in the light of the total educational program and services available, as well as community resources and effort in supporting the school.

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\*Exceptions in choral and instrumental music are permitted. Schools enrolling more than 35 pupils in Physical Education and Typewriting I class sections justify the excess enrollment based on program objectives, utilization of personnel, adequate equipment, and suitable facilities in writing to the Division of School Accreditation.

**REQUIREMENTS IN PREPARATION FOR ASSIGNMENTS**

**GRADES 7 and 8**

**Departmentalized**

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (If certificate dated prior to September 1, 1966)	Required of Those Beginning to Teach with a Certificate Dated after September 1, 1966
BUSINESS Typewriting, 8th grade	A college course in typewriting	A college course in typewriting, if teaching one or two classes, or specific preparation in secretarial science.	Completed an Approved Program of Teacher Education and Has Appropriate Teaching Field on Certificate
LANGUAGE ARTS English	18 semester hours in English	18 semester hours in English	
Speech	12 semester hours in speech	12 semester hours in speech	
FINE ARTS Art	12 semester hours in art	18 semester hours in art	
Drama	12 semester hours in drama	18 semester hours in drama	
Vocal Music	12 semester hours in music	18 semester hours in music	
General Music	12 semester hours in music	18 semester hours in music	
Applied Music	12 semester hours in music	18 semester hours in music	
Band	12 semester hours in music	18 semester hours in music	
Choral Music	12 semester hours in music	18 semester hours in music	
FOREIGN LANGUAGE	12 semester hours	18 semester hours	
HEALTH	12 semester hours in health	12 semester hours in health or biology, foods, nutrition, physiology	
INDUSTRIAL ARTS	12 semester hours in industrial arts	18 semester hours in industrial arts	
MATHEMATICS	12 semester hours in mathematics	18 semester hours in mathematics	
PHYSICAL EDUCATION	12 semester hours in physical education	12 semester hours in physical education	
SCIENCE	12 semester hours in science	18 semester hours in science (any combination of sciences)	
SOCIAL SCIENCES	18 semester hours in social sciences	18 semester hours in social sciences (any combination of history, government, or geography)	
Texas History and Geography, Grade 7	18 semester hours in social sciences	18 semester hours in social sciences including 12 semester hours related to the *assignment.	
American History and Citizenship, Grade 8		18 semester hours in social sciences including 12 semester hours related to the *assignment.	
HOMEMAKING (Non-Vocational)	12 semester hours in homemaking	18 semester hours in homemaking	
OCCUPATIONAL TRAINING	New course		According to State Plan

\* Each of the 'special assignments' listed above is described fully in the Agency bulletin, Framework for the Social Studies.

**GRADES 9 – 12**

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (If certificate dated prior to September 1, 1966)	Required of Those Beginning to Teach with a Certificate Dated after September 1, 1966	
<b>BUSINESS</b>				
General Business	12 semester hours in business education	24 semester hours in business education		
Typewriting I	one course in typewriting	A college course in typewriting if teaching one or two classes, or specific preparation in secretarial practice		
Typewriting II	One course in typewriting	24 semester hours in business education		
Business Arithmetic	12 semester hours in business education or 12 semester hours in mathematics	24 semester hours in business education		
Business Law	12 semester hours in business education	24 semester hours in business education		
Salesmanship	12 semester hours in business education	24 semester hours in business education		
Shorthand I – II	One course in shorthand	24 semester hours in business education		
Bookkeeping I – II	12 semester hours in business education, including a course in bookkeeping	24 semester hours in business education		
Clerical Practice	12 semester hours in business education	24 semester hours in business education		
Stenographic Practice	12 semester hours in business education	24 semester hours in business education		
Business Machines	12 semester hours in business education	24 semester hours in business education		
Business Office Experience	12 semester hours in business education	24 semester hours in business education	Completed an Approved Program of Teacher Education and Has Appropriate Teaching Field on Certificate	
Business Communications	12 semester hours in business education	24 semester hours in business education		
Business Organization and Management	12 semester hours in business education	24 semester hours in business education		
<b>LANGUAGE ARTS</b>				
English I – IV	18 semester hours in English	24 semester hours in English		
Speech I, II, III, IV	18 semester hours in English, including 6 semester hours in speech	12 semester hours in speech, if teaching only one or two classes 24 semester hours in speech, if teaching three or more classes		
Journalism I, II	18 semester hours in English, including 6 semester hours in journalism	12 semester hours in journalism, if teaching only one or two classes 24 semester hours in journalism, if teaching three or more classes		
Reading Improvement	New course	Specific preparation in teaching of reading		Specific preparation in teaching of reading

**GRADES 9 – 12**

	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (If certificate dated prior to September 1, 1966	Required of Those Beginning to Teach with a Certificate Dated after September 1, 1966
<b>FINE ARTS</b>			
Art I-IV	12 semester hours in art	24 semester hours in art	Completed an Approved Program of Teacher Education and Has Appropriate Teaching Field on Certificate
Drama I, II, III	18 semester hours in English, including 6 semester hours in drama	12 semester hours in drama, if teaching only one or two classes 24 semester hours in drama, if teaching three or more classes	
<b>Music</b>			
Applied Music	12 semester hours in music	24 semester hours in music	
Band	12 semester hours in music	24 semester hours in music	
Choral Music	12 semester hours in music	24 semester hours in music	
Orchestra	12 semester hours in music	24 semester hours in music	
Music Theory I – II	12 semester hours in music	24 semester hours in music	
Music History and Literature	12 semester hours in music	24 semester hours in music	
<b>FOREIGN LANGUAGES</b>			
Ancient	12 semester hours	24 semester hours	
Modern 9 – 12	12 semester hours	24 semester hours	
<b>HEALTH</b>	12 semester hours in health or related subjects	18 semester hours in health or related subjects	
<b>INDUSTRIAL ARTS</b>	12 semester hours in industrial arts	24 semester hours in industrial arts	
<b>MATHEMATICS</b> (all subjects except calculus)	12 semester hours in mathematics	24 semester hours in mathematics	
Calculus	12 semester hours in mathematics	See page 169, Bulletin 615	
<b>PHYSICAL EDUCATION</b>	12 semester hours in physical education	24 semester hours in physical education	
<b>SCIENCE*</b>			
General Physical Science	12 semester hours in any sciences	24 semester hours in any combination of sciences	
Biology I – II	12 semester hours in science, with at least one course in the subject taught	24 semester hours in biology	
Chemistry I – II		24 semester hours in chemistry	
Physics I – II		24 semester hours in physics	
Advanced Science		24 semester hours in the subject of the advanced course	
Geology	12 semester hours in science with at least one course in the subject taught	24 semester hours in science, including at least 12 semester hours in geology	
Atmospheric Science	12 semester hours in science, with at least one course in the subject taught	24 semester hours in science, including at least 12 semester hours in meteorology	

*\* NOTE: The "broad" or composite field preparation to teach science qualifies an individual to teach all sciences under both old and new standards.*

**GRADES 9 – 12**

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (If certificate dated prior to September 1, 1966	Required of Those Beginning to Teach with a Certificate Dated after September 1, 1966
Astronomy	12 semester hours in science, with at least one course in the subject taught	24 semester hours in science, including at least 12 semester hours in astronomy	Completed an Approved Program of Teacher Education and Has Appropriate Teaching Field on Certificate
Oceanography	12 semester hours in science, with at least one course in the subject taught	24 semester hours in science, including at least 12 semester hours in oceanography	
SOCIAL STUDIES			
American History	18 SH in social sciences	24 SH in social sciences including 12 SH related to the *assignment	
American Government	18 SH in social sciences	24 SH in social sciences including 12 SH related to the *assignment	
Advanced Texas Studies		24 SH in social sciences including 12 SH related to the * special assignment	
American Culture Studies		24 SH in social sciences including 12 SH related to the *special assignment	
American Indian Studies			
Mexican American Studies			
Negro American Studies			
World History Studies	18 SH in social sciences	24 SH in social sciences including 12 SH related to the *assignment	
World Geography Studies	18 SH in social sciences	24 SH in social sciences including 12 SH related to the *assignment	
Latin American Studies		24 SH in social sciences including 12 SH related to the *special assignment	
European Studies			
Asian Studies			
African Studies			
Advanced Social Science Problems		24 SH in social sciences including 12 SH related to the *special assignment	
Anthropology		24 SH in social sciences including 12 SH related to the *assignment	
Economics			
Philosophy			
Psychology			
Sociology			
* Each of the 'special assignments' listed above is described fully in the Agency bulletin, <i>Framework for the Social Studies.</i>			
VOCATIONAL EDUCATION COURSES	According to the State Plan for each area.		
MISCELLANEOUS COURSES			
Driver Education	Certificate for driver education	Certificate for driver education	
General Agriculture (Non-vocational)	12 semester hours in agriculture	24 semester hours in agriculture	
Homemaking (Non-vocational)	12 semester hours in homemaking	24 semester hours in homemaking	

**GRADES 9 – 12**

SUBJECT	Minimum Requirements for Those Teaching the Subject Prior to September 1, 1962	Required of Those Beginning to Teach the Subject After September 1, 1962 (If certificate dated prior to September 1, 1966)	Required of Those Beginning to Teach with a Certificate Dated after September 1, 1966
Aerospace/Aviation Education I-II			<ol style="list-style-type: none"> <li>1. Private pilot license or higher; or</li> <li>2. Basic ground instructor license or higher; or</li> <li>3. Six semester hours or the equivalent in Aerospace/Aviation Education (course or workshop)</li> </ol>
Aerospace/Aviation Education III-IV			<ol style="list-style-type: none"> <li>1. Private pilot license or higher; or</li> <li>2. Basic ground instructor license or higher; or</li> <li>3. Six semester hours or the equivalent in Aerospace/Aviation Education (course or workshop), and verified operational experience in:               <ol style="list-style-type: none"> <li>a. Air traffic control, and/or</li> <li>b. Aircraft operation as a required flight crew member.</li> </ol> </li> </ol>

Revised September 12, 1970

## PRINCIPLE VIII

The methods, techniques, and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms.

### STANDARDS

1. The methods of presentation and standards of work expected conform to the level of ability and maturity of the pupils.

Teaching methods and techniques used indicate an understanding of pupils and the ways they learn; insights into the nature, organization, and scope of the subjects taught; and pupils' rate of learning.

Teachers show an understanding of the potentials and limitations of pupils.

Each child is given work which challenges him to perform at the level consistent with his abilities.

Teachers use variety in instructional methods and techniques.

Teachers organize classroom activities to provide balance of study, expression, listening, observation, creativity, aesthetic appreciation, physical activity, and relaxation.

2. Pupils are grouped for instructional purposes.

The school provides appropriate materials for varying levels of ability.

Pupils are engaged in a variety of learning experiences and activities.

Furniture and equipment may be moved for grouping.

3. Teachers use ingenuity and initiative in the development and use of instructional resources and techniques.

Teachers are encouraged to develop new teaching techniques and media.

The school makes available raw materials and clerical and technical assistance needed for developing teaching aids and devices.

Teachers demonstrate creativity and sound professional judgment in selecting, making, and using a variety of multisensory teaching-learning media.

The attitude toward new media and techniques is one of inquiry and receptiveness.

4. Equipment and supplies of each room are adapted to the needs of the pupils.

The school provides teaching equipment and supplies as evidenced by budget allocations, efficient procedures for requisitioning equipment and supplies, and for making them available to all teachers.

In addition to furniture for children and teachers, items are provided to meet special needs, such as work tables, shelving, storage space, and file cabinets.

5. Relationships between the teachers and pupils are conducive to learning.

Children are attentive; discipline is firm but fair; self-discipline is evident in the children's behavior; activities progress without excessive direction from the teacher; and children show initiative in their learning activities.

6. Community resources are used to improve instruction.

Teachers make use of resources--people, places, and materials--in the community to vitalize instruction.

The curriculum includes study of the community, its history, geography, and institutions.

The school gives leadership in community improvement.

## PRINCIPLE IX

Each school system operates according to a planned program designed to accomplish the educational aim of each of its campus and classroom units.

### STANDARDS

1. Teachers have instructional plans based on state and local curriculum materials and guides.

The plan is adjusted to the particular needs of the class.

Teachers cooperate in the development of a system-wide plan of instruction.

Individual teachers base their daily instruction on the system-wide plan.

Teachers change plans and procedures in teaching when conditions indicate need.

Teachers place special emphasis on instructional planning in new programs.

2. A unit of credit in grades 9-12 represents a minimum of 160 clock hours of class instruction. Certain exceptions for time and credit are indicated in course descriptions for vocational education programs and driver education.

3. There is a minimum of six hours per school day, excluding lunch periods.

Texas statutes provide that schools shall be in session for not less than seven hours each day, including intermissions and recesses.

Schools are permitted to dismiss primary grades somewhat earlier than the other grades.

Note: Schools that are crowded may receive permission to operate temporarily on half-day sessions from the Division of Administrative Services, Texas Education Agency.

4. There is a minimum of 180 days of actual instruction per year.

## PRINCIPLE X

The school plant is suitable in design, size, and equipment to meet the needs of the instructional program of the community.

### STANDARDS

1. The school site is easily and safely accessible to students, employees, and visitors at all times and under all conditions.
2. School grounds are clean, landscaped, and free from hazards.
3. The school building is well maintained and is wind and water proof.

Maintenance and custodial service is available and adequate to maintain the facilities, equipment, and grounds.

The school has a planned program for continuous maintenance and upkeep of school property.

4. The school building is suitably arranged with adequate space to accommodate the instructional program.

Drinking fountains are of sufficient number and proper size and are located so as not to interfere with the flow of traffic.

Classrooms are sufficient in size, design, and arrangement to accommodate the instructional program assigned to them.

Ventilation, heat, light, and acoustics in all areas are regulated to provide a harmonious and pleasant atmosphere for the activities being conducted.

Classroom equipment and furniture are the type and size suited to the instructional program offered.

Rest rooms are sufficient in number, clean and sanitary, and operable.

Workrooms for teachers are conveniently located and adequately equipped.

Equipment and facilities for instruction with vocational intent compare favorably with that found in occupational areas for which such instruction is designed.

## PRINCIPLE IX

Each school system operates according to a planned program designed to accomplish the educational aim of each of its campus and classroom units.

### STANDARDS

1. Teachers have instructional plans based on state and local curriculum materials and guides.

The plan is adjusted to the particular needs of the class.

Teachers cooperate in the development of a system-wide plan of instruction.

Individual teachers base their daily instruction on the system-wide plan.

Teachers change plans and procedures in teaching when conditions indicate need.

Teachers place special emphasis on instructional planning in new programs.

2. Courses offered for a unit of credit in grades 9-12 are scheduled for a minimum of 160 clock hours of class instruction.

A course may be considered completed and credit awarded under either of the following conditions:

- . The student has been enrolled in a course scheduled for the minimum clock hours and has made satisfactory progress.
- . The student has demonstrated achievement by meeting the standard requirements of the course, regardless of the time he has been enrolled in the course.

3. There is a minimum of six hours per school day, excluding lunch periods.

Texas statutes provide that schools shall be in session for not less than seven hours each day, including intermissions and recesses.

Schools are permitted to dismiss primary grades somewhat earlier than the other grades.

Note: Schools that are crowded may receive permission to operate temporarily on half-day sessions from the Division of Administrative Services, Texas Education Agency.

4. There is a minimum of 180 days of actual instruction per year.

## PRINCIPLE X

The school plant is suitable in design, size, and equipment to meet the needs of the instructional program of the community.

### STANDARDS

1. The school site is easily and safely accessible to students, employees, and visitors at all times and under all conditions.
2. School grounds are clean, landscaped, and free from hazards.
3. The school building is well maintained and is wind and water proof.

Maintenance and custodial service is available and adequate to maintain the facilities, equipment, and grounds.

The school has a planned program for continuous maintenance and upkeep of school property.

4. The school building is suitably arranged with adequate space to accommodate the instructional program.

Drinking fountains are of sufficient number and proper size and are located so as not to interfere with the flow of traffic.

Classrooms are sufficient in size, design, and arrangement to accommodate the instructional program assigned to them.

Ventilation, heat, light, and acoustics in all areas are regulated to provide a harmonious and pleasant atmosphere for the activities being conducted.

Classroom equipment and furniture are the type and size suited to the instructional program offered.

Rest rooms are sufficient in number, clean and sanitary, and operable.

Workrooms for teachers are conveniently located and adequately equipped.

Equipment and facilities for instruction with vocational intent compare favorably with that found in occupational areas for which such instruction is designed.

## PRINCIPLE XI

The accredited status of a school system is determined on the basis of its total program rather than on the basis of individual subjects or separate instructional units or levels. The attainment of all standards is achieved separately by the several schools which constitute a total system. The accredited status of the system as a whole depends upon compliance by each school unit.

### STANDARDS

1. There is coordination of the various campus units within each level of instruction as well as between levels.
2. When schools customarily send or receive pupils from other districts, a cooperative program has been developed to provide continuity of instruction for the pupils.

Cooperation includes:

Exchange of pupil personnel data

Cooperative planning of programs to ensure continuity for transferred pupils

Intervisitation of teachers

Exchange of handbooks and guides

Note: No school may be accredited as a one-year high school (nine grades) that has not met these requirements fully.

3. In school systems which operate more than one campus unit of the same instructional level, elementary or secondary, an equivalent balance is maintained.
4. No segment of the school is overcrowded or underequipped in order to maintain the program of another segment.
5. A balance as to the quantity and quality of adequate equipment, supplies, and services prevails among the several areas of instruction within the total offerings of the system.

# PROCEDURES FOR ACCREDITATION

1. Self-Evaluation. Each local school system, through its own initiative, determines whether or not it wants to be accredited by the State Department of Education. When it decides to become accredited, it automatically accepts the responsibility of meeting at least the minimum standards prescribed for accreditation. The initial responsibility, therefore, for meeting the standards for accreditation rests with the local school officials. Consequently, self-evaluation is the first step in the evaluative process. Each accredited school system shall establish and maintain in its own way a system of self-evaluation.
2. State Evaluation. In addition to the self-evaluation done by local school systems, the State Department of Education shall also evaluate programs in accredited school systems. State evaluation shall be conducted in accordance with the following procedures:

Each accredited school system shall file with the State Department of Education annually an official accreditation report.

Representatives of the State Department of Education shall conduct visits periodically to all accredited school systems for the purpose of evaluating the operation of the accrediting standards in each school system. These visits shall be under the direction of the Director of School Accreditation.

The Director and staff of the Division of School Accreditation, working under the immediate supervision of the Assistant Commissioner for Instruction, shall appraise periodically each accredited school system on the basis of information secured through visits, reports, and other reputable sources. The Director shall compile a report of the findings, including recommendations for follow-up action on any school system which is not meeting accrediting standards. This report shall be submitted to the State Commission on School Accreditation for its review and recommendations. The report, accompanied by the Commission's recommendations, shall be submitted to the Commissioner of Education. The Commissioner shall submit the report, together with his recommendations and recommendations of the Commission, to the State Board of Education for final action.

State evaluation of accredited school systems shall be made in a fair and impartial manner, and the schools shall be given full opportunity, commensurate with their ability, to meet in full the standards for accreditation. When it is clearly demonstrated that school systems are not meeting substantially the standards, then the Director, together with his staff, shall recommend action as follows:

For a slight variation from standards, the school will be "advised" and will be requested to make corrections.

For a continued or a more serious violation, schools will be "warned" and given one year to make corrections.

For persistent or very serious violations, schools will lose their accreditation.

The State Commissioner of Education is authorized in an emergency to suspend temporarily the accreditation of a school system, or to place a school system on probation, for the duration of the emergency, when such action is necessary in order to preserve the spirit and intent of the accrediting regulations of the State Board of Education. Any such action by the Commissioner shall be subject to the review of the Board and may be appealed to the Board by the school district involved, and the Board's decision shall be final.

3. State Commission on School Accreditation. An advisory commission on school accreditation is authorized in order that all accredited school systems may have the opportunity, through their representative, to participate in the planning and operation of the accrediting program:

The name of the commission shall be the State Commission on School Accreditation.

The Commission is composed of twelve (12) members: two State Board of Education members, two school superintendents, two school principals, two classroom teachers, two school board members, and two representatives from colleges or universities.

Each member is appointed by the State Commissioner of Education subject to confirmation of the State Board of Education for a term of three years. Initial terms were established by lot with the terms of four members expiring each year.

The purpose of the Commission shall be:

To receive the reports of the Director of the Division of School Accreditation concerning the status of accreditation in individual schools and to make recommendations to the Commissioner and to the Board concerning action to be taken.

To hear complaints from any school that is not satisfied with the rulings and recommendations of the Director of School Accreditation.

To make recommendations to the Commissioner of Education and the State Board of Education concerning standards for school accreditation and policies for applying these standards.

To advise the staff of the Division of School Accreditation concerning application of standards to the school systems of the State and development of new materials relating to school accreditation.

In the event any school system is not satisfied with the rulings and recommendations of the Director of School Accreditation, the school system may avail itself of the following procedures:

Arrange with the Director for a visiting committee composed of persons who are not residents of the school district involved for the purpose of **having** the committee evaluate the school

system in terms of accreditation standards. The report of such a committee shall be considered by the Director, the Commission, the Commissioner, and the Board in their deliberations on the accredited status of that school system.

Any recommendations of the Director affecting the accredited status of any school system may be appealed by the school system. In the event of such an appeal, the school system shall be afforded a hearing before the Commission. The Commission shall submit its recommendations on the appeal to the State Commissioner of Education who shall make a decision with respect to the appeal after having afforded the school system the opportunity of a hearing. The decision of the Commissioner may be appealed to the Board.

# LIST OF APPROVED COURSES, GRADES 7-12

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
<b>BUSINESS EDUCATION</b>			
Typewriting	8	65 clock hours, minimum	
General Business	9-10	½- 1 unit	
Typewriting I	9-12	"	
Typewriting II	10-12	"	1 unit in typewriting
Business Arithmetic	10-12	"	1 unit in mathematics
Business Law	11-12	½ unit	
Salesmanship	11-12	½- 1 unit	
Shorthand I	11-12	1 unit	* Typewriting I
Shorthand II	12	½- 1 unit	Typewriting I and Shorthand I
Bookkeeping I	11-12	1 unit	
Bookkeeping II	12	½- 1 unit	Bookkeeping I
Record Keeping	11-12	"	
Clerical Practice	12	"	1 unit in typewriting
Stenographic Practice	12	"	* 1 unit in shorthand
Business Machines	12	"	* 1 unit in typewriting
Business Office Experience	12	1- 2 units	Typewriting I; Shorthand I or Bookkeeping I
Business Communications	12	½- 1 unit	3 units in English
Business Organization and Management	11-12	"	

## ENGLISH LANGUAGE ARTS

English Language Arts	7	} {	320 clock hours, required minimum	} { Concentrated in one or more areas of English language arts
English Language Arts	8			
Corrective English Language Arts	7	65 clock hours minimum		
Corrective English Language Arts	8	"		

*\*or may be taken concurrently*

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
Speech	8	65 clock hours minimum	
English I	9	1 unit	} 3 units required, taken in sequence, if possible
English II	10	"	
English III	11	"	
English IV	12	"	
Speech I	9-12	½ unit	
Speech II	9-12	"	Speech I
Speech III	9-12	½- 1 unit	Speech I
Speech IV	10-12	"	1 unit, Speech
Journalism I	10-12	1 unit	
Journalism II	11-12	½- 1 unit	Journalism I
Reading Improvement	9-12	½ unit	
Corrective Reading	9-12	"	

## FINE ARTS

### ART

Art	7-8	65 clock hours, minimum	
Art I-IV	9-12	1-4 units	Taken in sequence

### DRAMA

Drama	8	65 clock hours, minimum	
Drama I	9-12	½- 1 unit	
Drama II - III	9-12	½- 2 units	Drama I

### MUSIC

Applied Music	7-8	Two 30-minute lessons or one 1-hour lesson weekly	General Music or equivalent by examination
General Music	7-8	130 clock hours minimum	
Vocal Music	7-8	65 - 320 clock hours	



	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
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## HEALTH

Health Education	7-8	65 clock hours, minimum	None
Health Education I	9-10	½ unit	"
Health Education II	10-12	"	Health Education I
Advanced Physiology Hygiene	10-12	"	"

## INDUSTRIAL ARTS

### CRAFTS

Introductory Crafts	7-8	65 clock hours, minimum	None
Industrial Crafts	9-12	½-1 unit	"
Ceramics	10-12	"	Industrial Crafts
Jewelry	10-12	"	"
Leatherworking	10-12	"	"
Plastics	10-12	"	"

### DRAFTING

Introductory Drafting	7-8	65 clock hours, minimum	None
General Drafting	9-12	½-1 unit	"
Architectural Drafting I	10-12	"	General Drafting
Architectural Drafting II	11-12	"	Architectural Drafting I
Machine Drafting I	10-12	"	General Drafting
Machine Drafting II	11-12	"	Machine Drafting I
Pre - Engineering Descriptive Geometry	12	"	Algebra II, Geometry
Pre - Engineering Drafting	10-12	"	Geometry
Technical Drafting I	10-12	"	General Drafting
Technical Drafting II	11-12	"	Technical Drafting I

### ELECTRICITY - ELECTRONIC

Introductory Electricity	7-8	65 clock hours, minimum	None
General Electricity	9-12	½-1 unit	"
Basic Electronic	10-12	"	General Electricity

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
<b>GRAPHIC ARTS</b>			
General Graphic Arts	9-12	½- 1 unit	None
Photography I	10-12	”	”
Photography II	11-12	”	Photography I
Printing I	10-12	”	None
Printing II	11-12	”	Printing I
<b>GENERAL SHOP</b>			
Introductory General Shop	7-8	65 clock hours, minimum	None
General Shop I	9-12	½- 1 unit	”
General Shop II	10-12	”	General Shop I
<b>INDUSTRIAL MATERIALS &amp; PROCESSES</b>			
Industrial Materials and Processes	10-12	½- 1 unit	None
<b>METALWORKING</b>			
Introductory Metalworking	7-8	65 clock hours, minimum	None
General Metalworking I	9-12	½- 1 unit	”
General Metalworking II	10-12	”	General Metalworking I
<b>POWER MECHANICS</b>			
General Power Mechanics I	9-12	½- 1 unit	None
General Power Mechanics II	10-12	”	General Power Mechanics I
<b>WOODWORKING</b>			
Introductory Woodworking	7-8	65 clock hours, minimum	None
General Woodworking	9-12	½- 1 unit	”
Machine Woodworking I	10-12	”	General Woodworking

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
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## MATHEMATICS\*

Mathematics	7-8	130 clock hours, yearly, required minimum	
Related Mathematics I	9-10	1 unit	
Related Mathematics II	10-11	"	Related Mathematics I or Algebra I
Related Mathematics I(R)	9-10	1 unit	By invitation only
Algebra I	9-10	1 unit	
Algebra II	11-12	½- 1 unit	Algebra I & Geometry
Trigonometry	11-12	½ unit	Geometry and ½ unit, Algebra II
Geometry	10-11	1 unit	Algebra I or Related Mathematics I & II
Solid Geometry	11-12	½ unit	Geometry and ½ unit, Algebra II
Analytical Geometry	12	"	Trigonometry & 1 unit, Algebra II
Elementary Analysis I- II	11-12	½- 1 unit	"
Probability & Statistics	12	½ unit	Trigonometry or Elementary Analysis I
Consumer Mathematics	11-12	1 unit	Related Mathematics I or Algebra I

## PHYSICAL EDUCATION

Physical Education	7-8	130 clock hours	None
Physical Education I-IV	9-12	1- 4 units (not used in basic 16)	Taken in sequence

## SCIENCE

Life Science	7-8	65 clock hours, minimum	
Earth Science	7-8	"	
General Science	7	"	
General Science	8	"	
Physical Science	9-12	1 unit	
Biology I	9-12	"	
Chemistry I	9-12	"	
Physics I	9-12	"	

\*High school graduation requirements specify two units. See Principle VI, Standard 11

	GRADE PLACEMENT	TIME (GR. 7-8-) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
First Course in Geology	10-12	½ unit	} One year of any of the approved science courses, grades 9-12, above
First Course in Atmospheric Science	10-12	"	
First Course in Astro-Sciences	10-12	"	
First Course in Oceanography	10-12	"	
Biology II	12	1 unit	Biology I, Chemistry I
Chemistry II	12	"	Chemistry I, Physics I
Physics II	12	"	"
Advanced Science	12	"	Two of the following: Biology I, Chemistry I, Physics I
<b>SOCIAL STUDIES</b>			
<b>AMERICAN STUDIES</b>			
Texas History and Geography	7	130 clock hours, required minimum	Of this total, 72 clock hours must be in Texas History (statutory requirement)
American History and Citizenship	8	130 clock hours required minimum	Content includes the first part of a two-year program in American History, the second year to be continued in any grade 9-12
American History	9-12	1 unit required	Content includes the second part of the two-year program in American History begun in Grade 8
American Government	10-12	½-1 unit (½ unit required)	
Advanced Texas Studies	10-12	½ unit elective	
American Culture Studies	10-12	½ unit elective	
American Indian Studies	10-12	½ unit elective	
Mexican American Studies	10-12	½ unit elective	
Negro American Studies	10-12	½ unit elective	
<b>WORLD STUDIES</b>			
World History Studies	9-12	1 unit in EITHER World History OR	
World Geography Studies*	9-12	World Geography Studies required	

\* If taught as an elective course, credit may be ½ or 1 unit

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
Latin American Studies	10-12	½ unit elective	
European Studies	10-12	½ unit elective	
Asian Studies	10-12	½ unit elective	
African Studies	10-12	½ unit elective	
ADVANCED SOCIAL SCIENCE PROBLEMS	10-12	½ unit elective	
INTRODUCTION TO SELECTED SOCIAL SCIENCE DISCIPLINES			
Anthropology	10-12	½ unit elective	
Economics	10-12	½ unit elective	
Philosophy	10-12	½ unit elective	
Psychology	10-12	½ unit elective	
Sociology	10-12	½ unit elective	
<b>VOCATIONAL EDUCATION</b>			
<b>AGRICULTURE</b>			
Voc - Ag I	9-12	1 or 2 units	
Voc - Ag II	10-12	"	Voc - Ag I
Voc - Ag III	10-12	"	Voc - Ag I or II
Voc - Ag IV	11-12	"	Voc - Ag I and II
Co - op I	11-12	2 units for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Co - op II	11-12	"	16 years of age
Pre - employment I	11-12	2 units for 525 clock hours of classroom and laboratory training	16 years of age
Pre - employment II	11-12	"	16 years of age

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
<b>DISTRIBUTIVE EDUCATION</b>			
Distributive Education I	11-12	2 units for 160 clock hours plus 525 hours of supervised work experience	16 years of age
Distributive Education II	12	"	16 years of age
Pre - employment	10-11 or 12	1½ units per year for 320 clock hours. Maximum of 2 years	14 years of age
Combination (Pre-employment Laboratory and Cooperative Part - time)	10-11 or 12	1 unit for the one year's enrollment in 1 hour Pre - employment class if followed by 2 units for 1 year's enrollment in the Part - time Co - operative class with 525 hours of supervised work experience.	14 years of age for the Pre - employment Laboratory class; 16 years of age for the Cooperative Part - time class
<b>HOMEMAKING</b>			
Homemaking I	9	½ to 1 unit; 80- 160 clock hours	
Homemaking II	10	"	1 credit in Homemaking I
Homemaking III	11-12	"	1 credit in Homemaking I and 1 credit in Homemaking II
Homemaking IV	12	"	1 credit in each Homemaking I, II, and III
Home and Family Living	11-12	"	
Home Management	11-12	½ unit; 80 clock hours	
Home Nursing	11-12	"	
Home Furnishings	11-12	"	
Summer Phase	9-11	½ unit per summer for not more than two summers	Homemaking I for first summer; Homemaking II for second summer
Cooperative Part - time Training	11-12	2 units for 160 clock hours of classroom in - struction and 525 hours of super - vised work ex - perience per school year	16 years of age; students may earn four credits if the occupation requires two years of training

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
Pre - employment Laboratory Training	11-12	1-½ units for 320 clock hours of classroom and laboratory training	16 years of age; students may earn three credits for two years (700 class hours) if subject requires two years of training

#### COORDINATED VOCATIONAL ACADEMIC EDUCATION

Pre - employment Laboratory Training	7-12	2 consecutive class periods each year, grades 7-8. 2 units for 320 clock hours of classroom and shop instruction per year, grades 9-12. 4 units total.	14 years of age
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Cooperative Part - time Training	9-12	2 units for 160 hours of class- room instruction plus 525 hours of work experi- ence per year; 4 units total.	16 years of age
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#### OFFICE EDUCATION

Office Education Cooperative Training	12	2 units for 160 clock hours, plus 525 hours of supervised work experience	16 years of age; determined by occupational intent of the student*
Pre - employment Laboratory Program in Office Education	12	2 units for 320 clock hours of classroom in- struction in 2 consecutive class periods daily.	Determined by occupational intent of the student*

#### INDUSTRIAL TRAINING

Single - Skilled Occupations	10-11 & 12	1½ units for each 320 clock hours of instruction	None
Skilled Occupations Shop Programs	10-11 & 12	2 units for each 525 hours of in- struction	None

\* See Guide for Public Schools in Planning Programs of Vocational Education for In-School Students

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
Vocational Industrial Cooperative Training Program	11-12	2 units for 160 clock hours plus 525 hours of supervised work experience per year; 4 units total	16 years of age
Health Occupations Cooperative Training	11-12	2 units for 160 clock hours plus 525 hours of supervised work experience per year; 4 units total	16 years of age; counseling to identify the special aptitudes needed for persons who work with patients
<b>MISCELLANEOUS COURSES</b>			
Driver Education Instruction	9-12	½ unit local credit	None
General Agriculture (non - vocational)	7-12	1 unit	
General Homemaking (non - vocational)	7-8	65 clock hours, minimum	
General Homemaking I - IV (non - vocational)	9-12	½ - 4 units	
Bible	9-12	½ - 1 unit	
Aerospace/Aviation Education I	10-12	½ unit	None
Aerospace/Aviation Education II	10-12	½ unit	None
Aerospace/Aviation Education III	11-12	½ unit	Aerospace/Aviation Education II
Aerospace/Aviation Education IV	11-12	½ unit	Aerospace/Aviation Education III

## LEGAL PROVISIONS

American Citizenship, H.C.R. No. 53, "Whereas, the Legislature finds that public schools are doing commendable work with the youth of this state in stressing good citizenship and the responsibilities of citizenship in a free society, and

Whereas, the Legislature finds that even greater emphasis upon the fundamental principles upon which the American way of life is founded is necessary in order to achieve stronger state and national unity to meet the tests that lie ahead; now, therefore, be it

Resolved by the House of Representatives, the State of Texas, concurring, that the Central Education Agency, with the objective of further encouraging and promoting state and national unity through a more adequate knowledge and appreciation of the fundamental principles and ideals of the Constitution of the United States and of the State of Texas, advise and counsel with the public free school system of this state to the end that in the education and teaching of the youth of this state the Constitutions and the Bills of Rights therein contained as the source of all liberties, citizen responsibilities, freedoms and rights enjoyed in the United States of America and in the State of Texas be more strongly emphasized, and be it further

Resolved, that a one-year course in American Citizenship be offered in the high schools of this state, which course shall include a study of government, civics, the Constitutions and other historic documents and that a one-half semester in the study of Texas history be given during the course of High-school study." (Acts 1951, 52nd Legislature.)

Article 290 - *Penal Code Provisions*, page 481, Bulletin 587, reads as follows:

"The history of Texas shall be taught in all public schools in and only in the history course of all such schools. The said course shall not be less than two (2) hours in any one week. The State Superintendent of Public Instruction shall notify the different county and city superintendents as to how said course shall be divided, and any city or county superintendent who fails or refuses to follow out the provisions of this Article shall be fined not less than twenty-five nor more than two hundred dollars." Acts 1917

Article 2663a. *Instruction in physical education*

Sec. I. That instruction in physical education shall be established and made part of the course of instruction and training in the public elementary and secondary schools of the State by September 1, 1930

Sec. 2. The State Superintendent of Public Instruction shall prepare courses of instruction for the purpose of carrying out this Act. Acts 1929, 41st Leg., ch. 216, p. 466.

Article 2911. *Prescribed studies.*—All public schools in this State shall be required to have taught in them . . . physiology and hygiene; provided that any child whose parent or guardian shall present to the school principal a signed statement that the teaching of disease, its symptoms,

	GRADE PLACEMENT	TIME (GR. 7-8) OR CREDIT (GR. 9-12)	PREREQUISITE AND OTHER INFORMATION
Vocational Industrial Cooperative Training Program	11-12	2 units for 160 clock hours plus 525 hours of supervised work experience per year; 4 units total	16 years of age
Health Occupations Cooperative Training	11-12	2 units for 160 clock hours plus 525 hours of supervised work experience per year; 4 units total	16 years of age; counseling to identify the special aptitudes needed for persons who work with patients
<b>MISCELLANEOUS COURSES</b>			
Driver Education Instruction	9-12	½ unit local credit	None
General Agriculture (non - vocational)	7-12	1 unit	
General Homemaking (non - vocational)	7-8	65 clock hours, minimum	
General Homemaking I - IV (non - vocational)	9-12	½ - 4 units	
Bible	9-12	½ - 1 unit	
Aerospace/Aviation Education I	10-12	½ unit	None
Aerospace/Aviation Education II	10-12	½ unit	None
Aerospace/Aviation Education III	11-12	½ unit	Aerospace/Aviation Education II
Aerospace/Aviation Education IV	11-12	½ unit	Aerospace/Aviation Education III

# LEGAL PROVISIONS

## TEXAS EDUCATION CODE

### Sec. 2.09 IMMUNIZATION OF STUDENTS - ADMISSION REQUIREMENTS

A person may be provisionally admitted to an elementary or secondary school or institution of higher education if he has begun the required immunizations and if he continues to receive the necessary immunizations as rapidly as is medically feasible. The State Department of Health shall promulgate rules and regulations relating to the provisional admission of persons to an elementary or secondary school or institution of higher education.

### Sec. 13.902 TEACHER'S PLANNING AND PREPARATION TIME

Public schools shall be taught for not less than seven hours each day including intermissions and recesses. Each teacher actively engaged in the instruction of children shall have at least one period of not less than forty-five minutes within the scheduled school day for planning and preparation.

### Sec. 21.102 PATRIOTISM

The daily program of every public school shall be so formulated by the teacher, principal, or superintendent as to include at least 10 minutes for the teaching of intelligent patriotism, including the needs of the state and federal governments, the duty of the citizen to the state, and the obligation of the state to the citizen.

### Sec. 21.103 TEXAS HISTORY

The history of Texas shall be taught in all public schools in and only in the history courses of all such schools. The course shall be taught for not less than two hours in any one week. The commissioner of education shall notify the different county, city, and district superintendents as to how the course may be divided.

### Sec. 21.104 PHYSIOLOGY AND HYGIENE

All textbooks on physiology and hygiene purchased in the future for use in the public schools of this state shall include at least one chapter on the effects of alcohol and narcotics. Although physiology and hygiene must be taught in all public schools, any child may be exempted, without penalty, from receiving instruction therein if his parent or guardian presents to the school principal a signed statement that the teaching of disease, its symptoms, development and treatment, and the viewing of pictures or motion pictures on such subjects conflict with the religious teachings of a well-established church or denomination to which the parent or guardian and the child belong.

development and treatment, and the viewing of pictures or motion pictures of such subjects conflict with the religious teachings of their church, provided it is a well established church or denomination, shall be exempt from such instruction, and no child so exempt shall be penalized by reason of such exemption. The effects of alcohol and narcotics shall be taught in all grades of the public schools and in all colleges and universities that are wholly or in part supported by State funds.

. . . All textbooks on physiology and hygiene purchased in the future for use in the public schools of this State shall include at least one chapter on the effects of alcohol and narcotics, . . .

#### Article 2663B-I. Teaching Constitution in schools

Sec. 1. In all high schools within the State supported by public funds there shall be given a course of instruction in the Constitutions of the United States and of Texas, which shall be a combined course in both Constitutions, and which shall be given for at least one-half hour each week of the school year, or at least one hour each week for one-half of the school year, or the equivalent thereof. No student shall be graduated from any high school mentioned herein who has not passed a satisfactory examination in such high school course of instruction. Acts 1929, 41st Leg., 2nd C. S., p. 164, ch. 83.

Sec. 3. The State Superintendent of Public Instruction shall prescribe the standard of the course to be taught in high schools, and if the Superintendent of Public Instruction shall have prescribed a standard of instruction that requires a textbook, then the Board or body that selects textbooks for high schools shall select and prescribe the proper textbooks for the course of instruction.

Sec. 4. No person hereafter shall be certified to teach in the public schools of the State of Texas until he has secured credit for the course in both Federal and State Constitutions of the grade of instruction upon which he is applying for the certificate, that is either of the sub-college or of the college work; or in lieu thereof shall have passed an examination set by the State Superintendent of Public Instruction on the Constitutions of the United States and Texas; provided, that any person who has to his credit in any standard college or university of Texas as much as six (6) hours of American Government shall be deemed to have met the requirements of this Section. Provided further, that after September 1, 1937, no student shall be certified for graduation from any tax supported State educational institution with the award of a college degree unless each student shall have completed theretofore in a standard college or university at least six (6) hours for credit in the governments of the State of Texas or of the United States of America, or the equivalent in both, or shall have completed at least three (3) hours of credit in a course in Military Science as provided in an approved senior R. O. T. C. unit. As amended Acts 1937, 45th Leg., p. 482, ch. 244, I; Acts 1939, 46th Leg., p. 284, I.

Sec. 5. The teaching courses of instruction in the Constitution provided for in this Act shall begin with the terms of school beginning on or after September 1, 1930, and the provisions of this Act with reference to graduation from any school, college, or university, or with reference to certification to teach school, shall not apply to any student graduated

before September 1, 1930, or receiving a certificate to teach school before that date. Provided, however, that the terms of this bill shall not be applied to, or affect, any student who commenced his studies leading to a degree, in any of the State institutions with the required credits prior to this time this bill was enacted into a law, or to any student, who on or before September 1, 1929, had credits for at least half the work required for a bachelor's degree. Acts 1929, 41st Leg., 2nd C.S., p. 164, ch. 83; Acts 1930, 41st Leg., 4th C.S., p. 5, ch. 5, 2.

Driver Education, Section 4, Article 6687b, Vernon's Civil Statutes, as amended by H.B. 354 of the Sixtieth Legislature, 1967, set forth exceptions to the law which prohibit the Department of Public Safety from issuing an operator license to a person under 18 years of age. One of the exceptions reads as follows:

1. ...The Department may license an applicant as an operator who is sixteen (16) years of age or older where:
  - (a) the applicant has completed and passed a driver training course approved by the Department; or
  - (b) ...The Department shall carry out the duties required of it by the provisions of this Act...provided that any person who has satisfactorily completed and passed the classroom phase of an approved driver education course may apply to the Department for an instruction permit if he is at least fifteen (15) years of age...

Permitting Bilingual Instruction To Be Offered in Certain Situations,  
Article 2654-1d

Section 1. English shall be the basic language of instruction in all schools. The governing board of any school district and any private or parochial school may determine when, in which grades, and under what circumstances instruction may be given bilingually.

Section 2. It is the policy of this State to insure the mastery of English by all pupils in the schools; provided that bilingual instruction may be offered or permitted in those situations when such instruction is educationally advantageous to the pupils. Such bilingual instruction may not be offered or permitted above the sixth grade without the express approval of the Texas Education Agency, which approval shall be granted on a three-year basis subject to reapproval at the end of that time. Enacted by the Sixty-first Legislature, 1969.

Teachers' Planning and Preparation Time (Enacted by the Sixty-first Legislature, 1969) Article 2906a

Section 1. Public schools shall be taught for not less than seven (7) hours each day including intermissions and recesses. Each teacher actively engaged in the instruction of children shall have at least one period of not less than forty-five (45) minutes within the scheduled school day for planning and preparation.

Section 2. The implementation of the provisions of this Act shall not result in a lengthened school day.

Sec. 21.106 CONSTITUTION

All public free high schools in this state shall teach and require a course of instruction in the constitutions of the United States and the State of Texas. The course shall be a combined course in both constitutions, and shall be given for at least one-half hour each week in the school year or at least one hour each week for one-half of the school year, or the equivalent thereof. No student shall be graduated from any public free high school in this state who has not passed a satisfactory examination in the course of instruction herein described.

Sec. 21.109 LANGUAGE OF INSTRUCTION

(a) English shall be the basic language of instruction in all schools. The governing board of any school district and any private or parochial school may determine when, in which grades, and under what circumstances instruction may be given bilingually.

(b) It is the policy of this state to insure the mastery of English by all pupils in the schools; provided that bilingual instruction may be offered or permitted in those situations when such instruction is educationally advantageous to the pupils. Such bilingual instruction may not be offered or permitted above the sixth grade without the express approval of the Texas Education Agency, which approval shall be granted on a three-year basis subject to reapproval at the end of that time.

Sec. 21.113 DANGERS OF CRIME AND NARCOTICS

The Central Education Agency shall develop curricula and teaching materials for units of study on the dangers of crime and narcotics. The units of study shall be required for all students each academic year for grades 5 through 12.

Sec. 21.117 PHYSICAL EDUCATION

Instruction in physical education shall be part of the course of instruction and training in the public elementary and secondary schools of the state. The state commissioner of education shall prepare courses of instruction for the public schools of the state for the purpose of carrying out this section.

OTHER REFERENCES

American Citizenship. H.C.R. No. 53, Acts 1951, 52nd Legislature

"Whereas, the Legislature finds that public schools are doing commendable work with the youth of this state in stressing good citizenship and the responsibilities of citizenship in a free society, and

Whereas, the Legislature finds that even greater emphasis upon the fundamental principles upon which the American way of life is founded is necessary in order to achieve stronger state and national unity to meet the tests that lie ahead; now, therefore, be it

Resolved by the House of Representatives, the State of Texas, concurring, that the Central Education Agency, with the objective of further encouraging and promoting state and national unity through a more adequate knowledge and appreciation of the fundamental principles and ideals of the Constitution of the United States and of the State of Texas, advise and counsel with the public free school system of this state to the end that in the education and teaching of the youth of this state the Constitutions and the Bills of Rights therein contained as the source of all liberties, citizen responsibilities, freedoms and rights enjoyed in the United States of America and in the State of Texas be more strongly emphasized, and be it further

Resolved, that a one-year course in American Citizenship be offered in the high schools of this state, which course shall include a study of government, civics, the Constitutions and other historic documents and that a one-half semester in the study of Texas history be given during the course of High-school study."

Juvenile Crime and Delinquency, H.C.R. No. 46, Acts 1967, 60th Legislature

A course of instruction of at least 16 classroom hours in length is to be taught in the eighth grade "to teach the basic elements of good citizenship, stressing the importance of the law, the rights and responsibilities of citizens under it, and the possible long- and short-term consequences of violating it."

Driver Education, Section 4, Article 6687b, Vernon's Civil Statutes, as amended by H.B. 354 of the Sixtieth Legislature, 1967, set forth exceptions to the law which prohibit the Department of Public Safety from issuing an operator license to a person under 18 years of age. One of the exceptions reads as follows:

1. ...The Department may license an applicant as an operator who is sixteen (16) years of age or older where:
  - (a) the applicant has completed and passed a driver training course approved by the Department; or
  - (b) ...The Department shall carry out the duties required of it by the provisions of this Act...provided that any person who has satisfactorily completed and passed the classroom phase of an approved driver education course may apply to the Department for an instruction permit if he is at least fifteen (15) years of age...

Juvenile Crime and Delinquency, H.C.R. No. 46. A course of instruction of at least 16 classroom hours in length is to be taught in the eighth grade "to teach the basic elements of good citizenship, stressing the importance of the law, the rights and responsibilities of citizens under it, and the possible long- and short-term consequences of violating it." (Acts 1967, 60th Legislature.)

Crime and Narcotics Dangers (Enacted by the Sixty-first Legislature, 1969)  
Article 2654-1e

Section 1. The Central Education Agency shall develop curricula and teaching materials for units of study on the dangers of crime and narcotics. The units of study shall be required for all students each academic year for grades five through twelve.