

# References and Resources

## High School Transcript (Academic Achievement Record, AAR)

### **Pages 2-17**

Text of the Revised Minimum Standards for the AAR, Texas Education Agency, May 2004, <http://www.tea.state.tx.us/taa/stanalign092904a7.doc>.

## High School Graduation Requirements

### Beginning with 2007-2008 School Year

Texas Administrative Code, Title 19, Part II, Chapter 74, Subchapter F, §74.61 (d)

### **See this Resource Guide, Section 5 - Pages 18-19**

For High School Graduation requirements

### **Section 5 - Pages 20-24**

For Recommended High School Program

### **Section 5 - Pages 25-29**

For Distinguished Achievement High School Program

## Recommendations of the Committee for Statewide Articulation Guidelines

### **Section 5 - Pages 30-34**

For Summary of the Advanced Technical Credit Program

### **Section 5 - Pages 34-39**

For ATC Standard Articulation Agreement

## Concurrent Course or Dual Credit Requirements

- Public Schools

Texas Administrative Code, Title 19, Part II, Chapter 74, Subchapter C, §74.25

- Public Community and Technical Colleges

Texas Administrative Code, Title 19, Part I, Chapter 9, Subchapter H, §9.145; Texas Administrative Code, Title 19, Part I, Chapter 4, Subchapter D, §4.85  
See also HB 1621, 78<sup>th</sup> regular session, Texas Legislature

- Public Universities

Texas Administrative Code, Title 19, Part I, Chapter 5, Subchapter M, §5.262  
See also SB 258, 78<sup>th</sup> regular session, Texas Legislature

**REVISED MINIMUM STANDARDS  
FOR THE  
ACADEMIC ACHIEVEMENT RECORD  
MAY 2004**

**1.1 Authority and Format**

- (a) The words, “academic achievement record” and “transcript” are interchangeable in this document. The Academic Achievement Record (AAR) is an official and permanent record of a student's academic performance during high school and, in some cases, of high school courses completed in middle school or junior high school (TEC §28.025(e)). Entries on this state document of actual courses taken, grades earned, credit awarded, and codes denoting special explanations must be consistent with teachers’ records and the student’s individual education plan (IEP), when applicable. Entries may not be altered or removed except to correct errors. Error corrections must be fully explained on the AAR. Failure to maintain the AAR accurately, or any attempt to alter the document with intent to use it for fraudulent purposes is a misdemeanor (TEC §25.001(h)). An AAR must be completed for all students enrolled in a high school program.
- (b) The required standard content of the AAR is provided along with approved seal designs to distinguish among various academic programs (TEC §28.025(e)).
- (c) There are no requirements concerning the format, medium, or method of delivery; however, the standard content must be complete and unaltered.

**1.2 Rights of Access to the Academic Achievement Record**

- (a) The federal Family Educational Rights and Privacy Act of 1974, Section 1232g, Family Educational Privacy Rights, and the Texas Attorney General Open Records Decision Number 152, Obligation to Make Available Copies of Student Education Records, January 28, 1977, mandate that students and their parents have an undeniable right to the AAR. It is illegal to withhold the transcript because the student or the family owes money to the school or for any other reason. The student/family has a right to an exact, unaltered replica of the original file document including any signatures, embossed stamps, school seals, or other certifying documentation already affixed to the AAR. A school must not alter the AAR in any way when providing a copy to a student/family. A stamp noting “Unofficial Copy” on the AAR must not be used when providing a copy to the student/family.

- (b) Universities or other entities that request official copies of the AAR directly from school districts are responsible for obtaining authority from students for release of such records. Students may also request direct mailings of official copies to colleges or to prospective employers. An official AAR provided by the school district may be differentiated from the copy given to the student or family. The words "Official Copy" imply that the AAR is transmitted directly from the school to the authorized requesting institution without the possibility of alteration. A transcript copy should be marked or stamped "Official Copy" only at the time of its authorized release to another institution or student-approved recipient, excluding parents. This stamp or manual entry is never put on the original file document and is not placed on the copy provided to the student or family. The principal, registrar, or their designee may also print or type his or her name and title and sign and date the AAR. An embossed school seal may also be used on official copies of the AAR along with the "Official Copy" entry. The AAR may be withheld from a university or entity other than the student or another school district/charter (TEC §31.104(d)).
- (c) Districts must ensure that copies of transcripts are made available to schools to which students transfer. **The transfer of the AAR to another school district/charter may not be withheld for any reason.** The transcript must be forwarded to the receiving district within 30 days of a student's enrollment in that district. The transcript is important for a student's appropriate placement and continued education as well as for various reports and entries on the state assessment forms. The right of access to the transcript is protected by law (TEC §25.002).

### 1.3 Source of Forms

Each district is responsible for reproducing the AAR form in sufficient quantity. Forms may be obtained from local print shops, through bulk purchases by schools or education service centers (ESCs), or from automated systems. The Texas Education Agency (TEA) does not provide blank AAR forms.

### 1.4 Diploma

- (a) The year in which a student entered ninth grade determines the requirements a student must complete to receive a high school program diploma (19 TAC §74.51(d)).

**The program seal on the AAR denotes the graduation program the student completed.**

The AAR, not the diploma, is used to differentiate individual accomplishments, achievements, and graduation program completion (19

TAC §74.14(a)). A standard, undifferentiated high school diploma is awarded to all students who have completed one of the graduation programs and have either passed the required exit-level assessments or have been exempted from the exit-level assessments by an Admission, Review, and Dismissal (ARD) committee. This includes students receiving special education services who complete the graduation requirements specified in their IEP.

An ARD committee defines the graduation program and ensures the course content meets at least the minimum graduation credit and curriculum requirements for each student receiving special education services. Courses with *modified content* apply to the minimum high school program only and cannot be counted toward the Recommended High School Program (RHSP) (TAC 74.53(d)) or the Distinguished Achievement Program (DAP) (TAC 74.54(e)). The year in which a student entered ninth grade determines the requirements a student must complete to receive a high school program diploma (19 TAC §74.11(d)). If a district requires **all** students to earn more credits than the state's minimum graduation standard, students with disabilities are required to meet the district standard set for all students.

- (b) Diplomas are not awarded to students who pass the General Educational Development (GED) exams unless they complete the requirements of one of the graduation programs and meet the state exit-level assessment requirements.

### **1.5. Seals to Indicate Completion of Various Academic Programs**

- (a) For specific descriptions of the academic programs students may choose to complete for graduation, see the December 2003 update to 19 TAC Chapter 74, Graduation Requirements.
- (b) Graduation seals adopted by the State Board of Education to indicate completion of each of the programs appear as Attachment I. At least one of the seals must be affixed to each student's AAR to indicate which of the graduation plans the student completed (19 TAC §74.14(d)). School districts are responsible for obtaining the rubber stamps of the seals for students' transcripts.

### **1.6 Protection, Retention, and Microfilming**

- (a) The AAR is an official document and must be maintained **permanently** by the district (19 TAC §74.14(a)).

- (b) Districts must protect the private information on the AAR from access by unauthorized individuals or institutions (Sec. 1.2(a), Minimum Standards for the Academic Achievement Record).
- (c) HB 1285, Texas Local Records Act, the 71st Legislature, Regular Session, assigned to the Texas State Library and Archives Commission the responsibility for establishing rules for retention, microfilming, and electronic storage of public records. Districts are advised to acquire copies of these rules from the Texas State Library, Local Records Division,  
P.O. Box 12927, Austin, TX 78711 at (512) 452-9242.

Each district is required by law to appoint a Records Management Officer and to notify the Texas State Library of the name of this officer.

## 1.7 Course Codes and Titles

- (a) State-approved courses, course numbers, titles, and standard title abbreviations used in conjunction with the AAR are prescribed in the Public Education Information Management System (PEIMS) *Data Standards*, Code Table CO22.
- (b) The following types of courses may be developed locally:
  - (1) Courses in which all students may participate but may not receive state credit towards graduation; and
  - (2) Courses designed and provided through an IEP as an appropriate alternative to a course that meets state graduation requirements.

All locally developed courses must be assigned an eight-digit service ID code. This code may be a combination of letters and numbers.

Locally developed courses in which all students may participate, but may not receive state credit toward graduation, should be entered on the Local Credit line of the AAR, but the course code number must begin with the number 8 (8XXXXXXX), as specified in the PEIMS *Data Standards*, Code Table CO22. The suffix code "L" should be used when entering these locally developed courses on the local line.

However, an ARD committee may determine that, for a student receiving special education services, a locally developed course *in which all students may participate* is an appropriate alternative to a course that normally meets state graduation requirements for the minimum high school program. In this case, the locally developed course abbreviation, which will begin with the number 8 (8XXXXXXX), is entered in the

Abbreviated Course Name column beside the appropriate category listed in the Course Category column. The suffix code "L" should **not** be used when entering these substituted locally developed courses.

When an ARD committee determines that a state-approved course is not appropriate for a student and substitutes a locally developed course in which *only students receiving special education services may participate*, the course may count for credit toward completion of requirements for the minimum high school program. Locally developed courses *in which only students receiving special education services may participate*, that serve as appropriate alternatives to approved state graduation courses, are entered in the Abbreviated Course Name column beside the appropriate category listed in the Course Category column. The course code number must begin with the number 9 (9XXXXXXX) as specified in the PEIMS *Data Standards*, Code Table CO22. The suffix code "L" or the suffix code "V" must **not** be used when entering these locally developed courses on the AAR.

- (c) A course that has a standard course code number and title assigned by TEA in the PEIMS *Data Standards*, and that has been individually modified in *content* as a result of an ARD committee decision for a student receiving special education services, is coded with the Special Explanation Code "V". The suffix code "L" must **not** be used because the course is not for local credit. These standard courses taken with ARD committee directed modified content may count toward state graduation credit according to the specifications in the student's IEP and apply only to the minimum graduation plan. (See Sec. 1.15, Minimum Standards of the Academic Achievement Record).
- (d) Districts may develop "innovative" courses designed to enable students to master knowledge and skills not included in the courses specified in Chapter 74, Subchapters D and E. The TEA must approve these courses or, if the course crosses disciplines or has statewide implications, the State Board of Education must approve the course (19 TAC §74.27). These courses are coded on the AAR with the special explanation code "X" to designate approved innovative status.

## 1.8 Unit and Credit Definitions

The words "unit" and "credit" are used interchangeably in this document. A one-unit course is a course for which a student receives one (1) credit upon satisfactory completion of a course. For a half-unit course, the student receives one-half (.5) credit. For a 1/2 - 1 unit course, the student receives .5 credit or 1 credit. For some courses (e.g.), a student may receive 2-3 credits for a two-semester course. PEIMS Code Table CO22 identifies the allowable number of credits awarded for courses.

## 1.9 Permanent and Temporary Entries

- (a) AAR Data Entries That May Change
  - (1) Data entries that may change during a student's high school years such as Student Address and initial Class Rank designation, et cetera, should be entered in pencil.
  - (2) Some pencil entries, such as Class Rank and Number in Class, should be made permanent (in ink, for example) when the student graduates.
  - (3) Temporary pencil entries may be erased.
  - (4) If changeable data are printed on labels, the labels must be corrected with current information before a copy is released, and immediately upon graduation. Any overlaying of labels must be accompanied by back-up computer records and an explanation of the reason for the correction including a description of what was recorded on the original label.
- (b) AAR data entries that are permanent, such as Name, Date of Birth, et cetera, should be entered in ink by hand, typewriter, computer printer, or computer label when the form is first initiated.

## 1.10 Corrections

- (a) Errors on the AAR should be lined through in ink, initialed, and the corrected data re-entered in the immediate vicinity. If the re-entry cannot be made nearby, use an asterisk or similar symbol next to the error. Enter the corrected data next to the identical symbol at the bottom or on the back of the AAR. All correction entries must be made cleanly and carefully and must clearly convey correct data. Each correction should be simply explained on the bottom or on the reverse side of the AAR. Do not use correction fluid on the transcript. Also, do not erase data entered on the AAR and attempt to reenter except for temporary pencil entries. Any overlaying of labels must be accompanied by back-up computer records and an explanation of the reason for the correction, including a description of what was recorded on the original label.
- (b) Data entered on the AAR must accurately reflect the student's actual course participation and performance and must reflect teachers' records and the student's individual education plan (IEP), when applicable (19 TAC §74.14(a)). All completed courses (regardless of the amount of credit) must be entered on the AAR.

## 1.11 Student Demographics

- (a) Full Legal Name

Enter complete name from birth certificate or other legal document. Do not use nicknames or abbreviations of a name (e.g., *Jim* rather than *James*). The student's legal name and the name submitted to PEIMS must be identical.

- (b) Student ID Number (if applicable)

This is a number assigned by a district for local use only.

- (c) Social Security Number

Enter the student's social security number or state-assigned number.

- (d) Date of Birth

Enter date of birth in the following standard PEIMS numerical date format of MM/DD/CC/YY:

MM	01 – 12
DD	01 – 31
CC*	19 – 20
YY	00 – 99

(\*first two digits of the year)

- (e) Sex

Enter male or female or PEIMS code M or F.

- (f) Ethnicity

Enter the ethnicity title in this space using only the following PEIMS Code Table CO14 titles:

American Indian or Alaskan Native  
Asian or Pacific Islander  
Black, not of Hispanic Origin  
Hispanic  
White, not of Hispanic Origin

Appropriate PEIMS ethnic data codes may be used in automated systems; however, the appropriate title itself should be printed on the AAR because colleges, universities, and trade schools do not all use the same ethnic code numbers.

- (g) Parents' or Guardians' Names

Enter first and last name(s) of parent(s) or guardian(s).

- (h) Current Address

Enter the current address of student.

## 1.12 School Data

- (a) District Name  
Enter the name of the school district to which the school is assigned.
- (b) Name of School  
Enter school name.
- (c) Phone Number  
Enter telephone number.
- (d) School Address  
Enter school address.
- (e) Rank (Optional) The class rank of a student is an optional entry on the AAR. Decisions related to class rank or honors recognition are made at the school district level **except** for college admissions purposes. The Texas Uniform Admission Policy requires Texas schools to report a student's rank as a specific number out of a specific number total class size for college admissions purposes. (TEC §51, Subchapter U Uniform Admission Policy).
- (f) Number (No.) in Class (Optional) Refer to the information in 1.12(e) regarding the Texas Uniform Admission Policy requirements.
- (g) Date of Ranking (Optional)
- (h) Quartile (Optional)
- (i) Grade Point Average (Optional)
- (j) Date Graduated  
Enter the date the student graduates. Use the standard PEIMS numerical date format of MM/DD/CC/YY.
- (k) Date Received Certificate of Coursework Completion  
Districts have the option of awarding a certificate of coursework completion to students who successfully complete all course work requirements, but who fail to perform satisfactorily on the statewide exit-level assessment (TEC §28.025(d)). If the district awards a certificate of coursework completion, then the date must be entered in the space provided on the AAR.
- (l) Signature and Title of School Official

### **1.13 Student Program and Test Data**

- (a) College Board Campus Code Number

Each high school has a code number to use when students register for an SAT or ACT Program test to have score reports sent to colleges and scholarship programs. Contact [www.collegeboard.com](http://www.collegeboard.com) or the school counselor for the number.

- (b) **Graduation Program Type**  
Indicate in this space which graduation program the student is pursuing.
- (c) **TAKS Exit Level**
  - (1) Enter the month and year the student passed each of the TAKS exit exams. The entries must be supported by test labels in the student's official file from the test evaluation contractor. All test results must be included on the AAR and must be furnished for each student transferring to another school district, charter school, or private school (19 TAC 101.81 Assessment-Subchapter D. Scoring and Reporting). Use the standard PEIMS numerical date format of MM/CC/YY.
  - (2) If a student who is receiving special education service is exempt from the tests, the word "Exempt" should be entered across the MM/CC/YY space. The student's IEP should contain documentation supporting the exemption.
- (d) **TEXAS Grant Indication**  
This indicator is used to show that a student is on track to complete the requirements of at least the State Board of Education-approved 24-credit Recommended High School Program (RHSP). This indication must be made by the end of the student's junior year.

#### **1.14 Academic Year and County District Campus Number**

- (a) **Academic Year**
- (b) **County District Campus Number (CDC)**  
Enter the nine-digit PEIMS code number available in the Texas School Directory. Record the courses in the applicable Academic Year Column.

#### **1.15 Record of Courses**

- (a) **Overview**  
This portion of the AAR is the official record of a student's high school achievement regarding courses taken, grades earned, and credits awarded. The AAR must be consistent with teachers' records and the student's individual education plan. Courses are recorded for which credit

is awarded in Grades 9-12 and for courses designated for grades 9 through 12 completed before grade 9 for graduation purposes. All courses completed by the student must be entered regardless of outcome (19 TAC §74.26(b)).

Students from non-public, out-of-state, or out-of-country schools may have transcripts that record letter grades or award credit for grades lower than the Texas passing standard of 70. These transcripts may also award credit for courses that do not exactly correlate with a Texas course title. The receiving school district evaluates the transcript and determines the translation of the student's grades and courses to the standard utilized in the receiving Texas district (19 TAC §74.26(a)(2)). There is no definitive rule regarding how a local district should award credit. Districts have local discretion to determine the proper placement of these students.

**Questions of class rank, course weights, grade point scale, and related topics are local district decisions.** As noted in 1.12(e) of the *Revised Minimum Standards*, however, class ranking for college admission purposes is based on the Texas Uniform Admissions Policy.

(b) Course Category

(1) Course categories are used to organize courses listed on the AAR.

(2) Generic course categories may appear in full name or in the initial format and in the following sequence:

<u>Full Name Format</u>	<u>Initial Format</u>
English Language Arts	ELA
Speech	SP
Mathematics	MA
Science	SC
Social Studies	SS
Econ/Free Enterprise	EC/FE
Health	HL
P.E./Equivalent	PE
Languages Other Than English	LOTE
Fine Arts	FA
Tech Applications	TA
Career & Technology Education	CT
Other Electives	EL
Local Credit	LC

(c) Course Names

- (1) Course names may appear as a full or abbreviated name (both of which are listed in PEIMS *Data Standards* for the current year in Code Table CO22).
- (2) The abbreviated course name consists of a maximum of eight characters, including spaces and identifies a specific course in the generic course name area.
- (3) Abbreviated course names for local credit courses are assigned by the district.
- (4) All locally developed courses must be assigned an eight-digit service ID code by the district. This code can be a combination of letters and numbers, but the code must begin with number 8 (8XXXXXXX) or 9 (9XXXXXXX).

(d) Special Explanation Code

The list of codes on the following pages is authorized by the TEA. Districts may use additional codes locally. Insert the code after a colon following the abbreviated course name.

Code Special Explanation

- A A high school course for which college credit will be awarded by a college under the conditions of a local articulation agreement or the statewide Advanced Technical Credit Program agreement. Colleges agreeing to award credit under the conditions of a local agreement or under a Tech Prep program agreement must be named on the reverse side.
- C A course taken by correspondence from an approved institution of higher education (19 TAC §74.23).
- D A college course taken for which high school and college credit is awarded (19 TAC §74.25).
- E A course for which credit is awarded for passing an examination for acceleration (19 TAC §74.24).
- G A gifted/talented course.
- H An honors course. (Note: This refers to locally approved honors courses. TEA does not review or approve honors courses.)

- I An International Baccalaureate course.
  - J A high school course satisfactorily completed prior to grade 9 (19 TAC §74.26).
  - K A pre-International Baccalaureate course.
  - L A course taken for local credit only (Note: Local credit is not counted toward state graduation requirements unless the course is required by an ARD Committee for students receiving special education services).
  - M A magnet school or course.
  - P A College Board Advanced Placement (AP) course.
  - R A course completed in summer school.
  - T A course for which credit is awarded by examination because a student has had prior formal instruction in the course and received a grade of 70 or above on an assessment of the essential knowledge & skills for the course (19 TAC §74.26).
  - V A state-approved course in which content as described by the Texas Essential Knowledge and Skills (TEKS) has been modified to a *limited* extent as a result of an Admission, Review and Dismissal (ARD) Committee decision.
- This code is used only for students receiving special education services to indicate limited modifications in TEKS course content. The code is not used to indicate accommodations in instructional methods. It not used to indicate where the course was taught such as in a resource, homebound, or self-contained setting. It is not used to indicate instructional accommodations for students under Section 504 of the Rehabilitation Act of 1973.
- X An innovative course approved for state graduation credit by the State Board of Education or the Commissioner of Education (19 TAC §74.27).
  - Z A course taken by distance learning including but not limited to television instruction, electronic transmission, or satellite broadcast.

(e) Course Grades

- (1) Enter the grade earned by the student for each semester if the course is a two-semester course. Otherwise, use only the appropriate semester grade column.

- (2) A student must maintain a minimum average grade of 70 to pass a course and be awarded credit. Districts may award credit semester by semester or may average the two semesters for 1 full year (one unit) course. If local policy allows schools to average 2 semesters for a full-year credit, then the average column must be completed.
- (3) Students with excessive absences will be given the grade earned, but not awarded credit. Explanation regarding credit withheld will be explained on the AAR.
- (4) A grade or a special indicator may be used for physical education (PE) equivalent activities (e.g., athletics) and for academic courses that provide PE credit waivers (e.g., JROTC). (19 TAC §§74.52(b)(7), 74.53(b)(7), 74.54(b)(7))
- (5) Other characters used in Grade columns
  - (A) A "W" indicates that a physical education waiver has been granted for the student.
  - (B) A plus (+) sign or other symbol indicates that a student has met equivalent PE activity requirements for which a grade is optional. This symbol indicates that the student fulfilled the basic requirements for attendance and participation in the equivalent activity (e.g., athletics).
  - (C) An asterisk (\*) or other appropriate symbol next to the grade indicates that an explanation for the grade appears either below or on the reverse side of the AAR. If an asterisk (or any other symbol) is used more than once on the AAR to denote that an explanation for a grade or code appears at the bottom front or on the back of the AAR, each asterisk (or other symbol) must be differentiated from others by a number so that it is clear which explanation on the bottom front or on the back of the AAR clarifies the grade or code.
  - (D) "P," "F," or other appropriate symbols indicate student achievement in Pass/Fail courses.
- (f) Credit  
Course completion is defined by the local district.

When a student transfers after a semester or full year is completed, the receiving district must honor credits already awarded by the sending Texas district/charter. Courses completed in other states or countries that

cannot be generally matched with Texas courses may be granted local credit.

(g) Special Education Entries

- (1) Students receiving special education services who satisfy the requirements of an IEP in accordance with 19 TAC §89.1070(b)(1) or (b)(2) by completing the same curriculum requirements (i.e., no *content* modifications), and the same credit requirements as applicable to students in general education, receive a standard high school diploma for completion of one of the three graduation programs: minimum, recommended, or distinguished. A program seal denotes the graduation program a student completes (Sec. 1.1. and 1.4, Minimum Standards of the Academic Achievement Record).

Students receiving special education services who satisfy the requirements of an IEP in accordance with 19 TAC §89.1070(c) will receive a standard high school diploma for completion of the minimum graduation program only.

A program seal on the AAR, not the diploma, denotes the graduation program a student completes (Sec. 1.1. and 1.4, Minimum Standards of the Academic Achievement Record).

- (2) The IEP designed by an ARD Committee defines the graduation program for each student receiving special education services. A student's graduation program being implemented through an IEP under the direction of the ARD committee is not a reason that all the courses the student completes should be recorded on the AAR with the special explanation code "V". The options for students who are receiving special education include:

- (i) Participation in a general course with no modification of content: The "V" code is NOT used. The ARD Committee places the student in a course that has a standard course code number and title assigned by TEA in the PEIMS *Data Standards* Table CO22 on the same basis as students in general education, with no course content modifications , although some accommodations for instructional methods or accessibility may be involved. (See Sec. 1.7, Minimum Standards of the Academic Achievement Record).

- (ii) Participation in a general course with ARD directed *limited* modification of content. The "V" code IS USED. Only a course that has a standard course code number and title

assigned by TEA in the PEIMS *Data Standards* Table CO22, and that has been locally modified in *content* as a result of an ARD committee decision for a student receiving special education services, is coded with the Special Explanation Code "V."

In TAKS assessed courses, districts should only use the special explanation code "V" when an ARD committee assigns *limited* course content modification, required to meet the student's individual educational needs and provide the student adequate opportunity to meet the TAKS criteria for satisfactory performance. The "V" indicates the content of the course has been modified to a *limited* extent that does not compromise the integrity of the course resulting in a need to exempt the student from the related TAKS.

In courses that are not included in the TAKS, the "V" is used when the ARD has assigned *limited* content modifications based on individual needs, which do not compromise the integrity of the course. (Sec. 1.7, Minimum Standards of the Academic Achievement Record).

Courses with modified content as indicated by a "V" code cannot be counted toward the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP).

(iii) Participation when more extensive content modification is needed. When the ARD committee considers the student's participation in a particular course that has a standard code number and title assigned by TEA and determines that the student cannot achieve the basic knowledge and skills intended in the course, even with *limited* content modification, because the TEKS are NOT appropriate to meet the student's current individual educational needs, the ARD Committee may either:

(i) assign another course that has a standard code number and title assigned by TEA in the PEIMS Data Standards Table CO22 that is consistent with the student's present levels of performance and educational need. The "V" code is ONLY used when the ARD assigns the student to the course with *limited* content modifications; OR,

(ii) assign a locally developed course beginning with an 8 or 9, designed to meet the individualized educational needs

of the student for state graduation credit for minimum high school program; neither the “V” code nor the “L” code is used. (See Section 1.7, Minimum Standards of the Academic Achievement Record).

(h) Local Credit Courses

A district may offer one or more courses for local credit only. These courses may not be counted toward state graduation requirements except for students receiving special education services whose IEPs designate the course(s) for state graduation credit (Sec. 1.7, Minimum Standards of the Academic Achievement Record).

(i) Exchange Students

A transcript, diploma, or other documentation prepared for a foreign exchange student to take home may require special certification. Normally, the International Exchange Regional Coordinator can identify the documentation required by a specific country. In some cases, an Apostille of The Hague is required. In Texas, an Apostille is a letter from the Office of the Secretary of State certifying that the Notary Public who validated the authenticity of the signature on the transcript has a current license. The Secretary of State charges a fee for each Apostille. For further information about the detailed procedures contact the Notary Public Section at P.O. Box 12079, Austin, Texas 78711-2079 or call (512) 463-5705.

**Chapter 74. Curriculum Requirements**  
**Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008**

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**Statutory Authority: The provisions of this Subchapter F issued under the Texas Education Code, §§7.102(c)(4), 28.002, and 28.025(a), unless otherwise noted.**

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**§74.61. High School Graduation Requirements.**

- (a) Graduates of each high school are awarded the same type of diploma. The academic achievement record (transcript), rather than the diploma, records individual accomplishments, achievements, and courses completed and displays appropriate graduation seals.
- (b) All credit for graduation must be earned no later than Grade 12.
- (c) A student entering Grade 9 in the 2007-2008 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements for the recommended high school program specified in §74.63 of this title (relating to Recommended High School Program) or the advanced program specified in §74.64 of this title (relating to Distinguished Achievement High School Program--Advanced High School Program) unless the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the minimum high school program specified in §74.62 of this title (relating to Minimum High School Program).
- (d) To receive a high school diploma, a student entering Grade 9 in the 2007-2008 school year and thereafter must complete the following:
- (1) in accordance with subsection (c) of this section, requirements of the minimum high school program specified in §74.62, the recommended high school program specified in §74.63, or the advanced program specified in §74.64; and
  - (2) testing requirements for graduation as specified in Chapter 101 of this title (relating to Assessment).
- (e) A maximum of three credits of reading (selected from Reading I, II, or III) may be offered by districts for state graduation elective credit for identified students under the following conditions.

(1) The school district board of trustees shall adopt policies to identify students in need of additional reading instruction.

(2) District procedures shall include assessment of individual student needs, ongoing evaluation of each student's progress, and monitoring of instructional activities to ensure that student needs are addressed.

(f) An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a Texas diploma, but must complete all requirements of this section to satisfy state graduation requirements. Any course credit required in this section that is not completed by the student before he or she enrolls in a Texas school district may be satisfied through the provisions of §74.23 of this title (relating to Correspondence Courses and Distance Learning) and §74.24 of this title (relating to Credit by Examination) or by completing the course or courses according to the provisions of §74.26 of this title (relating to Award of Credit).

(g) Elective credits in all three graduation programs may be selected from the following:

(1) the list of courses approved by the State Board of Education (SBOE) for Grades 9-12 as specified in §74.1 of this title (relating to Essential Knowledge and Skills);

(2) state-approved innovative courses as specified in §74.27 of this chapter (relating to Innovative Courses and Programs);

(3) Junior Reserve Officer Training Corps (JROTC)--one to four credits; or

(4) Driver Education--one-half credit.

(h) College Board advanced placement and International Baccalaureate courses may be substituted for courses required in appropriate areas in all three high school graduation programs. College Board advanced placement and International Baccalaureate courses may be used as electives in all three high school graduation programs.

*Source: The provisions of this §74.61 adopted to be effective September 1, 2005, 29 TexReg 9358; amended to be effective January 9, 2007, 32 TexReg 86.*

### **§74.63. Recommended High School Program.**

(a) Credits. A student must earn at least 26 credits to complete the Recommended High School Program.

(b) Core Courses. A student must demonstrate proficiency in the following:

(1) English language arts--four credits. The credits must consist of English I, II, III, and IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency).

(2) Mathematics--four credits.

(A) The credits must consist of Algebra I, Algebra II, and Geometry. After successful completion of Algebra I, Geometry, and Algebra II, a student may select the fourth required credit from any of the following courses, except as provided in subparagraph (B) of this paragraph:

- (i) Precalculus;
- (ii) Independent Study in Mathematics;
- (iii) Advanced Placement (AP) Statistics;
- (iv) AP Calculus AB;
- (v) AP Calculus BC;
- (vi) AP Computer Science;
- (vii) International Baccalaureate (IB) Mathematical Studies Subsidiary Level;
- (viii) IB Mathematical Methods Subsidiary Level;
- (ix) IB Mathematics Higher Level;
- (x) IB Advanced Mathematics Subsidiary Level;
- (xi) concurrent enrollment in college mathematics courses; and
- (xii) Mathematical Models with Applications.

(B) If selected, Mathematical Models with Applications must be taken prior to Algebra II.

(C) The SBOE may designate additional courses that meet the requirements of this paragraph.

(3) Science--four credits.

(A) One credit must be a biology credit (Biology, Advanced Placement (AP) Biology, or International Baccalaureate (IB) Biology). Students must choose two credits from the following areas. Not more than one credit may be chosen from each of the areas to satisfy this requirement.

(i) Integrated Physics and Chemistry (IPC);

(ii) Chemistry, AP Chemistry, or IB Chemistry; and

(iii) Physics, Principles of Technology I, AP Physics, or IB Physics.

(B) IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school. The fourth year of science may be selected from the laboratory-based courses listed in Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science), with the addition of Engineering and Earth and Space Science.

(C) A student entering Grade 9 beginning with the 2012-2013 school year must take three science credits, at least one from each category, from the following areas:

(i) Biology, AP Biology, or IB Biology;

(ii) Chemistry, AP Chemistry, or IB Chemistry; and

(iii) Physics, Principles of Technology I, AP Physics, or IB Physics.

(D) The fourth year of science may be selected from the laboratory-based courses listed in Chapter 112 of this title (relating to Texas Essential Knowledge and Skills for Science), with the addition of Engineering and Earth and Space Science.

(E) The SBOE may designate additional courses that meet the requirements of this paragraph.

(4) Social studies--three and one-half credits. The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

(5) Economics, with emphasis on the free enterprise system and its benefits--one-half credit. The credit must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits.

(6) Languages other than English--two credits. The credits earned must be for any two levels in the same language.

(7) Physical education--one and one-half credits to include Foundations of Personal Fitness (one-half credit).

(A) A student may not earn more than two credits in physical education toward state graduation requirements.

(B) The school district board of trustees may allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

(C) In accordance with local district policy, a school district may award up to two credits for physical education for appropriate private or commercially-sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

(i) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(ii) Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(8) Health education--one-half credit, which may be satisfied by Health 1 or Advanced Health, or Health Science Technology--one credit, which may be satisfied by Introduction to Health Science Technology, Health Science Technology I, or Health Science Technology II.

(9) Speech--one-half credit. The credit must consist of Communication Applications.

(10) Technology applications--one credit, which may be satisfied by:

(A) the following courses in Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications): Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, or state-approved technology applications innovative courses;

(B) the following courses in Chapter 120 of this title (relating to the Texas Essential Knowledge and Skills for Business Education): Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia;

(C) the following courses in Chapter 123 of this title (relating to the Texas Essential Knowledge and Skills for Technology Education/Industrial Technology Education): Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology; or

(D) the completion of three credits (for students participating in a coherent sequence of career and technology courses or who are enrolled in a Tech Prep high school plan of study) consisting of two or more state-approved career and technology courses in Chapters 119-125 and 127 of this title. Districts shall ensure that career and technology courses, including innovative courses, in a coherent sequence used to meet the technology applications credit are appropriate to collectively teach the knowledge and skills found in any of the approved courses listed in subparagraphs (A), (B), and (C) of this paragraph. Students pursuing the technology applications option described in this subparagraph must demonstrate proficiency in technology applications prior to the beginning of Grade 11.

(11) Fine arts--one credit, which may be satisfied by any course in Chapter 117, Subchapter C, of this title (relating to Texas Essential Knowledge and Skills for Fine Arts).

(c) Elective Courses--three and one-half credits. The credits may be selected from the list of courses specified in §74.61(g) of this title (relating to High School Graduation Requirements). All students who wish to complete the Recommended High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

(d) Substitutions. No substitutions are allowed in the Recommended High School Program, except as specified in this chapter.

*Source: The provisions of this §74.63 adopted to be effective September 1, 2005, 29 TexReg 9358; amended to be effective January 9, 2007, 32 TexReg 86.*

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**§74.64. Distinguished Achievement High School Program--Advanced High School Program.**

(a) Credits. A student must earn at least 26 credits to complete the Distinguished Achievement High School Program.

(b) Core Courses. A student must demonstrate proficiency in the following:

(1) English language arts--four credits. The credits must consist of English I, II, III, and IV (English I for Speakers of Other Languages and English II for Speakers of Other Languages may be substituted for English I and II only for immigrant students with limited English proficiency).

(2) Mathematics--four credits. The credits must consist of Algebra I, Algebra II, and Geometry and an additional SBOE-approved mathematics course for which Algebra II is a prerequisite.

(3) Science--four credits. The credits must consist of a biology credit (Biology, Advanced Placement (AP) Biology, or International Baccalaureate (IB) Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), a physics credit (Physics, AP Physics, or IB Physics), and an additional approved laboratory-based science course. After successful completion of a biology course, a chemistry course, and a physics course, a student may select the fourth required credit from any of the following laboratory-based courses:

- (A) Earth and Space Science;
- (B) Environmental Systems;
- (C) Aquatic Science;
- (D) Astronomy;
- (E) Anatomy and Physiology of Human Systems;
- (F) AP Biology;
- (G) IB Biology
- (H) AP Chemistry;
- (I) IB Chemistry;
- (J) AP Physics;
- (K) IB Physics;

- (L) AP Environmental Science;
- (M) IB Environmental Systems;
- (N) Scientific Research and Design; and
- (O) Engineering.

(4) Social studies--three and one-half credits. The credits must consist of World History Studies (one credit), World Geography Studies (one credit), United States History Studies Since Reconstruction (one credit), and United States Government (one-half credit).

(5) Economics, with emphasis on the free enterprise system and its benefits--one-half credit. The credit must consist of Economics with Emphasis on the Free Enterprise System and Its Benefits.

(6) Languages other than English--three credits. The credits earned must be for any three levels in the same language.

(7) Physical education--one and one-half credits to include Foundations of Personal Fitness (one-half credit).

(A) A student may not earn more than two credits in physical education toward state graduation requirements.

(B) The school district board of trustees may allow a student to substitute certain physical activities for the required credits in physical education, including the Foundations of Personal Fitness. The substitutions must be based on the physical activity involved in drill team, marching band, and cheerleading during the fall semester; Junior Reserve Officer Training Corps (JROTC); athletics; Dance I-IV; and two- or three-credit career and technology work-based training courses.

(C) In accordance with local district policy, a school district may award up to two credits for physical education for appropriate private or commercially-sponsored physical activity programs conducted on or off campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions.

- (i) Olympic-level participation and/or competition includes a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the

superintendent to be of exceptional quality. Students qualifying and participating at this level may be dismissed from school one hour per day. Students dismissed may not miss any class other than physical education.

(ii) Private or commercially-sponsored physical activities include those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least five hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day.

(8) Health education--one-half credit, which may be satisfied by Health 1 or Advanced Health, or Health Science Technology--one credit, which may be satisfied by Introduction to Health Science Technology, Health Science Technology I, or Health Science Technology II.

(9) Speech--one-half credit. The credit must consist of Communication Applications.

(10) Technology applications--one credit, which may be satisfied by:

(A) the following courses in Chapter 126 of this title (relating to Texas Essential Knowledge and Skills for Technology Applications): Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, or Independent Study in Technology Applications, or state-approved technology applications innovative courses;

(B) the following courses in Chapter 120 of this title (relating to the Texas Essential Knowledge and Skills for Business Education): Business Computer Information Systems I or II, Business Computer Programming, Telecommunications and Networking, or Business Image Management and Multimedia;

(C) the following courses in Chapter 123 of this title (relating to the Texas Essential Knowledge and Skills for Technology Education/Industrial Technology Education): Computer Applications, Technology Systems (modular computer laboratory-based), Communications Graphics (modular computer laboratory-based), or Computer Multimedia and Animation Technology; or

(D) the completion of three credits (for students participating in a coherent sequence of career and technology courses or who are enrolled in a Tech Prep high school plan of study) consisting of two or more state-approved career and technology courses in Chapters 119-125 and 127 of this title.

Districts shall ensure that career and technology courses, including innovative courses, in a coherent sequence used to meet the technology applications credit are appropriate to collectively teach the knowledge and skills found in any of the approved courses listed in subparagraphs (A), (B), and (C) of this paragraph. Students pursuing the technology applications option described in this subparagraph must demonstrate proficiency in technology applications prior to the beginning of Grade 11.

(11) Fine arts--one credit, which may be satisfied by any course in Chapter 117, Subchapter C, of this title (relating to Texas Essential Knowledge and Skills for Fine Arts).

(c) Elective Courses--two and one-half credits. The credits may be selected from the list of courses specified in §74.61(g) of this title (relating to High School Graduation Requirements). All students who wish to complete the Distinguished Achievement High School Program are encouraged to study each of the four foundation curriculum areas (English language arts, mathematics, science, and social studies) every year in high school.

(d) Advanced measures. A student also must achieve any combination of four of the following advanced measures. Original research/projects may not be used for more than two of the four advanced measures. The measures must focus on demonstrated student performance at the college or professional level. Student performance on advanced measures must be assessed through an external review process. The student may choose from the following options:

(1) original research/project that is:

(A) judged by a panel of professionals in the field that is the focus of the project; or

(B) conducted under the direction of mentor(s) and reported to an appropriate audience; and

(C) related to the required curriculum set forth in §74.1 of this title (relating to Essential Knowledge and Skills);

(2) test data where a student receives:

(A) a score of three or above on the College Board advanced placement examination;

(B) a score of four or above on an International Baccalaureate examination; or

(C) a score on the Preliminary Scholastic Assessment Test (PSAT) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation, as part of the National Hispanic Scholar Program of the College Board or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the National Merit Scholarship Corporation. The PSAT score shall count as only one advanced measure regardless of the number of honors received by the student; or

(3) college academic courses, advanced technical credit courses, and dual credit courses, including local articulation, with a grade of 3.0 or higher.

(e) Substitutions. No substitutions are allowed in the Distinguished Achievement High School Program, except as specified in this chapter.

*Source: The provisions of this §74.64 adopted to be effective September 1, 2005, 29 TexReg 9358; amended to be effective January 9, 2007, 32 TexReg 86.*