



# **COLDSPRING-OAKHURST CISD**

## **Coldspring Oakhurst High School Course Catalog & Dual Credit Handbook Supplement**

**2025-2026**

**"Trojans First...Shaping the Future Together"**

*Coldspring-Oakhurst Consolidated Independent School District is an equal opportunity institution and as such does not discriminate on the basis of sex, age, handicap, race, color, national origin, and limited English speaking students in its education program, activities, or employment as required by Title IX, Section 504 and Title I*

*Revised July 2025*



# CORE VALUES

## THE TROJAN WAY

*These are our values. They are the fundamental beliefs that drive our actions and decision-making as we aim to help our students achieve academic success for a bright, productive future.*



### **TIRELESS PURSUIT OF EXCELLENCE**

We continue a tradition of excellence through demonstrating Trojan Pride, exemplifying energetic leadership in all we do, exuding positivity, making meaningful connections between peers, teachers, co-workers, and community members, and promoting a family atmosphere while pursuing a high level of academic achievement for all students.

### **RESPECT AND CONSISTENT COLLABORATION**

We seek, share and respect diverse perspectives. We function as a team with our colleagues and stakeholders to define and achieve common goals.

### **OPEN COMMUNICATION**

We commit to transparent & timely communication.

### **JUDICIOUS IN MAKING STUDENT-CENTERED DECISIONS**

We place students and their success as the driving force behind our decisions. We will activate each individual's full potential by promoting innovation, using global thinking and technology to encourage lifelong learning and college, career, and/or military readiness. We will create a variety of relevant opportunities and experiences and maintain high expectations for all students.

### **ACCOUNTABLE**

We are honest, trustworthy, respectful and ethical. We honor our commitments and are accountable for our actions.

### **NURTURING ENVIRONMENT**

We create an educational environment where all students and staff are socially and emotionally supported, safe, and valued.

**#WEARECOCISD**

# PORTRAIT OF A GRADUATE

**COCISD graduates are...**

## College or Workforce Ready

- Obtain industry-based certifications
- Achieve college-ready scores on entrance exams



## Effective & Confident Communicators

- Listen intently and successfully write and speak to express ideas

## Digitally and Financially Literate

- Build knowledge and develop new skills for today's digital and financial worlds

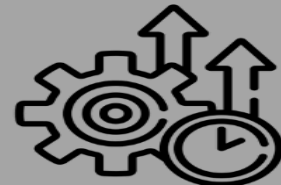


## Critical Thinkers with Leadership Skills

- Engage in problem solving, inquiry, and design of innovative solutions to overcome obstacles

## Productive and Accountable

- Accept tasks and duties with trustworthiness and accountability



**We Are  
COCISD!**

**ADMINISTRATION & STUDENT SERVICE PERSONNEL**

Superintendent.....Dr. Bryan Taulton  
Assistant Superintendent of Curriculum & Instruction.....Dr. Elizabeth Klammer  
Assistant Superintendent of Business & Finance .....Adam Jenke  
Director of Specialized Learning.....Jennifer Rudloff  
Director of Special Programs & Innovative Learning.....Missy Eichman  
College, Career & Military Readiness Coordinator.....Kathryn Pedigo  
COHS Principal .....Courtney Robison  
COHS Assistant Principal.....Curtis Thomas  
COHS Counselor.....Jessica Caso  
COHS Registrar .....Mary Gray  
COHS Attendance Clerk.....Theresa Watson

**2025-2026 COCISD THEME:**

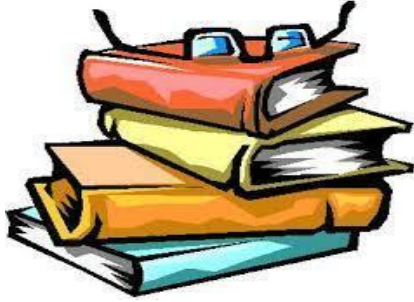
*United in Vision...Rooted in Community...Driven by Pride...*

**COHS VISION:**

*Creating Opportunities for All*

**COHS MISSION STATEMENT:**

*The Coldspring-Oakhurst High School Community is committed to ensuring learning for all and equipping our students for success in life.*



# Planning Your High School Program

## Planning Your High School Four-Year Program

Planning your high school courses is an important step in shaping your future. While many of your classes will be determined by graduation requirements, you'll also have the opportunity to choose electives that align with your interests and future goals.

Think about what you want to do after high school:

- Do you plan to attend a college or university?
- Are you interested in a trade or technical school or certificate?
- Do you want to enter the workforce right away with job-ready skills?
- Are you considering joining the military or pursuing a specialized career?

Your answers to these questions will help guide your course selections. It's important to choose classes that challenge you and support your long-term goals. The key is to plan wisely. Use this guide to help create a four-year academic plan that matches your goals and interests.

COHS offers a variety of programs of study through the Career & Technical Programs of Study, giving you the flexibility to follow a path that fits you best—whether it's college prep, technical training, or career preparation. These programs are based on the Foundation High School Program with Endorsements and the Distinguished Level of Achievement under House Bill 5.

As a 9th-grade student, it is a state requirement for you to select an endorsement and a program of study. While it's possible to change your endorsement and program of study later, doing so after your sophomore year may make it difficult to meet graduation requirements.

The choices you make today can open doors to the future you want tomorrow.

**COURSE AVAILABILITY:** When students request a course for the following school year, they are reserving a seat in that class. When determining which courses to enter into the final master schedule – student interest, teacher availability, and the availability of equipment are major considerations; therefore, all courses in this catalog may not be available each year. And, the course you requested may not be available; therefore it is important that you have at least three (3) alternative courses listed on the course request card each year.

**SCHEDULE CHANGE REQUESTS:** Once course requests are submitted and processed, changes will only be made for extenuating circumstances. Many courses are offered once, while others are either very popular and/or are required for graduation and fill up quickly. For this reason, schedule change requests may not be honored. Schedule changes may be *requested* the first 5 days of each semester with the expectation that the changes are made within the first 10 days.

# **HIGH SCHOOL GRADUATION REQUIREMENTS**

Students graduating in 2017 and beyond will graduate under the requirements defined by House Bill 5. This legislative change gives students the opportunity to explore and prepare for post-secondary education and/or career readiness. HB5 outlines the Foundation High School Plan, Endorsements Pathways, Distinguished Level of Achievement, and Performance Acknowledgements.

## **Foundation High School Program with Endorsement(s)**

The Foundation High School Program with endorsement(s) is the recommended plan for COCISD students (26 credits). An endorsement is a series of courses in the same field of study (at least 4 credits in 3 or more courses). Students may earn an *endorsement* in (1) business and industry, (2) arts and humanities, (3) STEM, (4) public service or (5) multidisciplinary studies.

In addition to meeting the graduation plan requirements outlined by the state, students graduating from a Texas high school must also:

- Meet the passing standard on the five mandatory STAAR/End-of-Course exams: English 1, English 2, Algebra 1, Biology, and U.S. History.
- Demonstrate Proficiency in Speech
- Complete CPR Training
- Complete Police Officer Interaction Training
- Complete Financial Aid Requirement: FAFSA/TASFA or the Opt-Out Form

<b>Subject Area</b>	<b>Foundation High School Plan (FHSP) *</b>	<b>Foundation High School Plan with Endorsement</b>	<b>FHSP with Endorsement /Distinguished Level of Achievement &amp; Performance Acknowledgement**</b>
English	4 credits	4 credits	<b>4 credits</b>
Math	3 credits (including Alg 1 & Geometry)	4 credits	<b>4 credits (including Algebra II)</b>
Science	3 credits (one of the science credits must be Biology)	4 credits (one of the science credits must be Biology)	<b>4 credits (one of the science credits must be Biology)</b>
Social Studies	3 credits (includes either World Geography or World History and US History, Government, Economics)	3 credits (includes either World Geography or World History and US History, Government, Economics)	<b>3 credits (includes either World Geography or World History and US History, Government, Economics)</b>

Languages Other than English (Spanish or Russian)	2 credits (Levels I & II of the same language)	2 credits (Levels I & II of the same language)	<b>2 credits (Levels I &amp; II of the same language)</b>
Fine Arts (Art, Choir, Band, Theater, Dance, Floral Design)	1 credit	1 credit	<b>1 credit</b>
Physical Education (PE, Athletics, JROTC, Cheerleading, Band)	1 credit	1 credit	<b>1 credit</b>
Electives	5 credits	7 credits	<b>7 credits</b>
<b>TOTAL CREDITS:</b>	<b>22</b>	<b>26</b>	<b>26 plus additional measures</b>

\*Foundation High School Plan credits are minimum requirements to graduate from a Texas High School. A student may graduate under this plan if, after the student's sophomore year, the student and parent/guardian are notified of the benefits of graduating with an endorsement; and, the student's parent/guardian gives written permission for the student to opt out of an endorsement.

\*\**Students graduating on the 26 credit Foundation Plan with Endorsement/Distinguished Level of Achievement are eligible for Top 10% automatic admission. The graduation plan requires the same courses as the Foundation Plan with Endorsements; however, one of the 4 mathematics credits must be Algebra II. A student graduating with this plan is automatically eligible to apply to a Texas 4-year college.*

### **Distinguished Level of Achievement**

A student may earn a distinguished level of achievement on their transcript by successfully completing:

- A total of four credits in math, including Algebra II; and
- A total of four credits in science; and
- the remaining curriculum requirements; and
- the curriculum requirements for at least 1 endorsement

***PLEASE NOTE: A student MUST earn a distinguished level of achievement to be eligible for the top 10 % automatic admission.***

## Five - Year with Endorsement Planning Worksheet

Planning ahead will help you stay on track and reach your goals. Use this worksheet to help plan your courses throughout high school. As you plan, keep the following in mind:

- Decide whether you want to take regular, honors, or dual credit classes.
- Choose a program of study that matches your interests or future career goals.
- You must earn 4 or more credits in a program of study to receive an endorsement.
- To earn the Distinguished Level of Achievement (the top graduation plan), you must take Algebra II.

<b>Subject</b>	<b>8th Grade</b>	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<b>English</b>	<b>XXXX</b>				
<b>Math</b>					
<b>Science</b>	<b>XXXX</b>				
<b>Soc St/ Elective</b>	<b>XXXX</b>				
<b>PE/ Elective</b>	<b>XXXX</b>				
<b>Foreign Language/ Elective</b>	<b>XXXX</b>				
<b>Fine Art/ Elective</b>	<b>XXXX</b>				
<b>Elective</b>	<b>XXXX</b>				

## **College, Career, or Military Ready**

The COCISD Portrait of a Graduate reflects our vision of students leaving high school fully prepared to pursue their chosen path—whether that be college, a career, or military service.

At COHS, we offer a range of opportunities to help students achieve postsecondary readiness, including:

- Scoring college-ready on entrance exams
- Participating in dual credit courses
- Earning Industry-Based Certifications (IBC)
- Enlisting in the US Armed Forces (Military)

Our mission is to ensure that every graduate is equipped with the knowledge, skills, and real-world experiences needed to succeed beyond high school and thrive in their future endeavors.

## **Endorsements**

House Bill 5, passed by the 83rd Texas Legislature, set requirements for the class of 2017 and beyond. All students are required to take a “core foundation” of academic courses which meet the Foundation High School Plan requirements deemed necessary to pursue post-secondary education. Students then must select an Endorsement and a Program of Study. The 5 Endorsement options are the same across the state of Texas and consist of: Business & Industry, Public Service, Multidisciplinary, Arts & Humanities, STEM (Science, Technology, Engineering & Math). The individual Program of Study is what will vary from high school to high school. The chosen Program of Study gives students direction on which electives to take while in high school. Students do have the option to change their courses; however, it is difficult to meet the specific Program of Study and Endorsement requirements by the time the student graduates, if Program of Study changes are made after 10th grade.

Students begin the process of developing a Personalized Graduation Plan (PGP) in junior high, which includes the chosen Endorsement and Program of Study. Using an interest inventory that is administered, students can begin determining career interests and aptitudes. Upon entering 9th grade, students will have a PGP on file in the counseling office that indicates the Graduation Plan, Endorsement & Program of Study each student will pursue. This lines out the courses the student will take each year while in high school.

 <a href="http://www.tea.texas.gov">www.tea.texas.gov</a>	 <a href="http://www.thecb.state.tx.us">www.thecb.state.tx.us</a>	 <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a>
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# Texas First Diploma

## Fast Track Your Path to Texas Universities



# Texas First Diploma

We're excited to introduce the **TEXAS FIRST DIPLOMA**. This prestigious opportunity enables you to graduate early with the Distinguished Level of Achievement AND receive a scholarship for college.

**As one of Texas' top students, you may be eligible to accelerate your path to college and receive a scholarship for one or two semesters at one of these Texas universities:**

- Texas A&M University
- Texas State University
- Texas Tech University
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at Dallas
- The University of Texas at El Paso
- University of Houston
- University of North Texas
- The University of Texas at San Antonio

*For more information, scan the QR code below!*



Talk to your counselor today to see if this exciting new opportunity is the right path for you!

### THE FINE PRINT

Here are the eligibility requirements:

- Texas residency
- FAFSA completion
- At least 22 high school credits and a final GPA equivalent to 3.0 or higher
- Additional academic requirements, including college readiness test scores, STAAR exam participation, and demonstration of mastery in various subjects

Scan the QR code above for a detailed list of eligibility requirements.

If you graduate two or more semesters early, you'll receive a two-semester scholarship, worth several thousand dollars, to a participating university.

If you graduate one semester early, you'll receive a one-semester scholarship to a participating university.

You may also be eligible for additional financial aid at most of these institutions!

The Texas First Diploma does not guarantee automatic admission for students. Consult your counselor for guidance on whether your grade point average at graduation qualifies you for automatic admission under the state's top 10 percent law.

You can apply to any college or university you choose. However, the scholarship will only apply toward participating universities, listed above.

**Use it or lose it!** The scholarship offer will expire at the end of the first academic year following your graduation, so we encourage you to attend college directly after high school.

Don't forget to talk to your counselor to see if this is the right path for you!

## **Performance Acknowledgements**

In Texas, students may earn performance acknowledgements, noted on the student's transcript in the following ways:

- **COLLEGE CREDIT**- By successfully completing at least 12 hours of academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade point average (GPA) of the equivalent of 3.0 or higher on a scale of 4.0, or by earning an associate degree while in high school.
- **BILINGUALISM / BILITERACY** - Demonstrating proficiency in 2 or more languages by completing all English Language ARts requirements and maintaining a minimum GPA of the equivalent of 80 on a scale of 100, and satisfying one of the following:
  - Completion of minimum of 3 credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Demonstrated proficiency in the TEKS for level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or
  - Completion of at least 3 credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or
  - Demonstrated proficiency in one or more languages other than English by scoring 3 or higher on an AP exam for a language other than English.

PLEASE NOTE: In addition to meeting the requirements above, to earn a performance acknowledgement in bilingualism and biliteracy, an English language learner must also have participated in and met the exit criteria for a bilingual or ESL program and scored at the Advanced High Level on the Texas English Language Proficiency Assessment System (TELPAS).

- **AP TEST**- By earning a score of a 3 or above on a College Board AP Examination.
- **SAT**- By receiving a combined critical reading and mathematics score of at least a 1310 on the SAT.
- **ACT**- By receiving a composite score on the ACT exam (excluding writing) of 28.
- **CERTIFICATION**- For earning a nationally or internationally recognized business or Industry Based Certification (IBC) or license with performance on an examination sufficient to obtain a nationally or internationally recognized business or industry certification or performance on an examination sufficient to obtain a government-required credential to practice a profession.

## **NCAA GUIDELINES FOR COLLEGE-BOUND ATHLETES**

Students desiring to play sports at the college level after high school graduation are encouraged to register with the NCAA. View the link below for more information.

[GUIDE FOR THE COLLEGE-BOUND STUDENT-ATHLETE](#)

In January 2023, the NCAA adopted new legislation. Click the following link for more information. [INITIAL ELIGIBILITY FAQ 2023-24 ACADEMIC YEAR AND BEYOND](#)

## **EXPLANATION OF FINANCIAL AID APPLICATION GRADUATION REQUIREMENT**

In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in Grade 12 during the 2021-2022 school year, a student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) as a requirement for high school graduation.

### **Financial Aid Application Graduation Requirement**

State law requires all students enrolled in grade 12 to submit a financial aid application to graduate. Financial aid applications inform postsecondary institutions' decisions about student eligibility for federal, state, and institutional funds.

To complete the financial aid application requirement for graduation, high school seniors must take one of the following actions:

- Complete and submit the Free Application for Federal Student Aid (FAFSA)
- Complete and submit the Texas Application for State Financial Aid (TASFA)
- Submit a signed opt-out form

### **Opt-Out Form**

A student may graduate without completing a financial aid application by submitting an opt-out form signed by the student's parent or guardian, counselor, or the student if age 18 or older to authorize the student to decline to submit a financial aid application. Students who have emancipated from their parents and are under the age of 18 are authorized to sign the form. A parent can also decline to complete the financial aid application by signing the opt-out form.

The opt-out form is available on the Texas Education Agency website in English and Spanish at <https://tea.texas.gov/academics/college-career-and-military-prep/financial-aid-requirement>. Students can also request a copy of the opt-out form from their high school counselor. It's important to note that students who opt out can still complete and submit a financial aid application at any time if they change their mind. High school counselors can answer additional questions about applying for financial aid and opting out.

## **FAFSA or TASFA?**

Completing a FAFSA or TASFA will meet the financial aid application graduation requirement. Students should complete FAFSA if they meet FAFSA eligibility. Students who cannot apply for federal financial aid using the FAFSA must complete the TASFA or opt out to meet the graduation requirement. Students do not need to complete both the FAFSA and TASFA.

## **FAFSA**

The FAFSA is used to collect information to help determine eligibility for federal and state financial aid. This application is only available to US citizens, permanent residents, and certain eligible noncitizens. The FAFSA is administered by Federal Student Aid and the office of the U.S. Department of Education (USDE).

The FAFSA is available on the Federal Student Aid website at <https://studentaid.gov/h/apply-for-aid/fafsa>. The FAFSA form is also available on the myStudentAid app, which can be downloaded from the Apple App or Google Play store.

## **TASFA**

The TASFA is used to collect information to help determine eligibility for state financial aid programs that are administered by institutions of higher education in the state of Texas. The application is available to Texas residents who are not eligible to apply for federal student aid through the FAFSA.

A general TASFA application is available on the Texas Higher Education Coordinating Board's College for All Texans website at <http://www.collegeforalltexans.com/index.cfm?objectid=a3119543-cbf8-c202-f1b0eefd5f4b9805>. The current TASFA form can be completed on a computer but will need to be printed and mailed to the college(s). Some schools may have their own electronic TASFA students can submit online. Students should check with the Texas college(s) to which they are interested in applying for more information. High school counselors can also help students access the correct TASFA form.

## **Important Dates and Deadlines**

The windows to submit the FAFSA and TASFA

to apply for financial aid funds for the next school year open in the fall. High school seniors must note the following deadlines in order to complete the graduation requirement and be eligible for financial aid for the school year after they graduate.

- October 1 – the FAFSA and TASFA become available
- January 15 – the state priority deadline to submit an application (more aid may be available to students who apply by this deadline)
- Students should check with a high school counselor about their high school’s deadlines for completing the financial aid application requirement to graduate on time. ***A financial aid application or opt-out form must be completed to meet the graduation requirement.***

Students should check with the institution of higher education they wish to attend for other deadlines. Financial aid is often awarded on a first-come, first-served basis, so students are encouraged to apply as early as possible. Students will also need to reapply every subsequent year that they continue their education after high school to be considered for federal student aid. Additional information about when to apply for financial aid is available at Federal Student Aid at <https://studentaid.gov/>.

## **Resources for the financial aid application requirement**

### **Texas OnCourse**

The Texas OnCourse platform hosts resources and toolkits for both students and their families. Links to these resources are provided on the Financial Aid Application Graduation Requirement main page: <https://texasoncourse.org/educators/popular-links/the-new-financial-aid-graduation-requirement/>

### **Federal Student Aid**

The Federal Student Aid website provides a variety of resources for FAFSA, including planning worksheets and checklists.

- **Federal Student Aid Website:** <https://studentaid.gov/h/apply-for-aid/fafsa>
- **Federal Student Aid Information Center :** <https://studentaid.ed.gov/sa/contact>

1-800-4FED-AID  
(1-800-433-3243)

## **Completing an Application**

When it's time to submit a financial aid application, students will need to have certain records and financial information for their parents and, if applicable, themselves, including tax records and bank records. *FAFSA needs to be completed each year a student will attend college! So, keep your log in information and IDs in a safe place to reference each year, as needed.*

Completing the TASFA or FAFSA will be easier if the required documentation has been gathered and is on hand prior to starting the form. Students and parents or guardians may need the following information:

- Social Security number or alien registration number (if an eligible noncitizen)
- Federal income tax returns, W-2s, and other records of money earned from two years prior to completing the application
- Bank statements and records of investments (if applicable)
- Records of untaxed income (if applicable)
- An FSA ID\*\* (FAFSA only) to electronically sign the FAFSA

Before completing a FAFSA, in addition to gathering the required documentation, a student will need to:

- identify colleges and universities (up to 10) to which to send financial information;
- create a Federal Student Aid (FSA) ID\* -- online application only (\* An FSA ID is assigned when a student creates an account to begin the FAFSA process on the Federal Student Aid website.)

### **Additional support**

High school counselors and other campus staff can provide additional information about financial aid events and opportunities for support when it comes time for high school seniors to submit a financial aid application. In COCISD, please refer to the College, Career, & Military Readiness Coordinator.

## **GRADING SYSTEM**

COHS operates on a semester-based grading system. Each semester consists of two nine week grading cycles. These grading cycles are averaged together to obtain a semester average. This average is what is recorded on the student's transcript and used for calculating GPA.

A semester course is worth 0.5 or 1 credits (depending on the number of class periods a class covers). In order to earn credit for a course, the student must earn a grade of 70 or higher and maintain the 90% attendance policy from TEA. For courses that are two semesters in duration,

the two semester grades will be averaged to determine total credit for the course. A passing grade for one semester may bring up a failing grade in the other semester for a yearly average of 70 or higher.

However, the exception to this is Academic Academy dual credit courses. Only a final semester grade is reported for dual credit classes. The semester grade is a cumulative grade that is not an average of grading periods. The final semester grade is recorded on the transcript.

## **Grading Scale**

A = 90-100	B = 89-80	C = 79-75	D = 74-70	F = 69 and below
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## **Promotion Policy**

Promotion to the next level is based on the number of credits earned.

Freshman	Sophomore	Junior	Senior
0-5.5	6-11.5	12-17.5	18+

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**Note: The following provisions shall apply beginning with the graduating class of 2026.**

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The District will include in the calculation of class rank semester grades earned in high school credit courses taken at any grade level, unless excluded below, and only up to ten semester grades in each of the following subject areas:

- English;
- Mathematics, including CTE courses that fulfill a mathematics requirement;
- Science, including CTE courses that fulfill a science requirement; and
- Social studies.

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**The following provisions shall apply to all students, regardless of their graduating class.**

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If a student earns more than ten semester grades in a subject area, only the ten highest semester grades shall be included in the calculation of class rank.

The calculation will include failing grades.

The calculation of class rank will exclude grades earned:

- In summer school, unless the course is assigned to the student by the District;
- In a distance learning course, unless the course is assigned to the student by the District or offered as a course option along with traditional District courses; or
- Through credit by examination, with or without prior instruction

## **Weighted Grade System**

The District categorizes and weights eligible courses as Tier 1 and Tier 2.

Eligible advanced academic core subject courses, including honors, and dual credit courses that are core subjects only (not electives) are categorized and weighted as Tier 1 courses. All other courses are categorized and weighted as Tier 2 courses.

<b>Course Grade</b>	<b>Tier 1 Honors</b>	<b>Tier 2 Regular</b>
100	5.0	4.0
99	4.9	3.9
98	4.8	3.8
97	4.7	3.7
96	4.6	3.6
95	4.5	3.5
94	4.4	3.4
93	4.3	3.3
92	4.2	3.2
91	4.1	3.1
90	4.0	3.0
89	3.9	2.9
88	3.8	2.8
87	3.7	2.7
86	3.6	2.6
85	3.5	2.5
84	3.4	2.4
83	3.3	2.3
82	3.2	2.2
81	3.1	2.1
80	3.0	2.0
79	2.9	1.9
78	2.8	1.8
77	2.7	1.7
76	2.6	1.6
75	2.5	1.5
74	2.4	1.4
73	2.3	1.3
72	2.2	1.2
71	2.1	1.1
70	2.0	1.0
69 and below	0.0	0.0

## **Transfer Grades**

When a student transfers semester grades for courses that would be eligible to receive additional weight under the District's weighted grade system, the District shall assign additional weight to the grades based on the categories and grade weight system used by the District **only if the same course is offered to the same class of students** in the District.

Semester grades transferred from a school that assigns only letter grades shall be converted to numerical grades as follows: *(This applies to dual credit courses, as well. If the college only provides letter grades for dual credit courses, the conversion chart below will be used in the assignment of numerical grades.)*

<b>Transferring Letter Grade</b>	<b>Grade Posted to Transcript</b>	<b>Grade Points Assigned Tier 1 (Advanced)</b>	<b>Grade Points Assigned Tier 2 (On-Level)</b>
A	95	4.5	3.5
B	85	3.5	2.5
C	75	2.5	1.5
D	70	2.0	1.0
F	69	0.0	0.0

## **Class Rankings:**

Class ranks are calculated at the end of each school year. However, official rankings for students in grades 10–12 are recalculated and distributed during the first grading period of each school year. Additionally, senior class rank for the purpose of determining local graduation honors and identifying Top Ten (10) graduates will be computed at the end of the first semester of the senior year.

In case of a tie in weighted GPAs after calculation to the fourth decimal place, the District will recognize all students involved in the tie as sharing the honor and title.

## **Valedictorian and Salutatorian**

The valedictorian and salutatorian are the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with at least one endorsement.

The student meeting the local eligibility criteria for recognition as the valedictorian will also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

## **Top Ten Students & Honor Graduates**

The District shall recognize the top ten graduates in each graduating class. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District High School for the four semesters immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school; and
3. Have completed the foundation program with at least one endorsement.

## **Top 10 % Automatic Admission - Texas**

This group of students consists of both three-year and four-year graduates that fall among the top 10% of the graduating class at the time of official rankings. They are eligible for automatic admission to any\* public university in Texas. To be eligible for automatic admission, a student must:

- Complete the Foundation Plan with Distinguished Level of Achievement
- Graduate in the top 10 percent of his/her class at a public or private high school in Texas; and
- Enroll in college no more than two years after graduating from high school; and
- Submit an application to a Texas public university for admission before the institution's application deadline. Since deadlines vary, students should check with the specific university to verify the application deadline.

### ***\*Top 5% Rule: Automatic Admissions Rule for the University of Texas:***

*For the fall 2026 admissions cycle and beyond, students who graduate from Texas high schools in the top 5% of their class are automatically admitted to UT Austin. Automatic admission guarantees a spot at UT Austin, but it doesn't guarantee admission to a specific, highly competitive major.*

## **Early Graduates**

A student's class ranking shall be determined within the graduation class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school. For purposes of District honors and recognition, an early graduate shall not displace a previously ranked student. Early graduates must conference with the counselor to confirm requirements for graduation will be met.

## **CREDIT BY EXAM**

### **If a Student Has Taken the Course**

The principal or designee or the attendance committee, as applicable, shall have authority to offer a student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling the District from a non-accredited school (See FD);
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC]

Examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures. The score must be 70% or higher to earn credit for the course.

### **If a Student Has NOT Taken the Course**

The board shall approve for each high school course, to the extent available, at least four examinations that shall include College Board advanced placement examinations and examinations administered through CLEP (if the student has not taken the course)

A district shall give a student in grades 6–12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the board for the applicable course;
2. A scaled score of 50 or higher on an examination administered through the College-Level Examination Program (CLEP) and approved by the board for the applicable course; or
3. 80% or above on any other criterion-referenced test approved by the board for the applicable course.

## **ADVANCED ACADEMICS**

The presence of advanced honors coursework on a student's transcript indicates that the student has challenged him/herself by taking rigorous college-level courses. COCISD offers Honors and Dual Credit courses.

## **DUAL CREDIT PROGRAM**

COCISD proudly embraces the *College for All* initiative, providing high school students the opportunity to earn college credit while still enrolled in high school. Through participation in either the **Academic Academy** or the **Career Academy**, students may earn both high school and college credit concurrently. To receive dual credit, students must maintain a grade of 70 or above and meet a minimum attendance rate of 90% for each course.

### **Academic Academy**

The Academic Academy offers students the opportunity to become **Texas Core Complete** by earning 42+ college credit hours of core academic coursework. These "Core Complete" courses are required for students pursuing an associate or bachelor's degree in Texas. Credits earned through this program at a public institution of higher education are transferable to Texas public colleges and universities and may apply directly toward a student's degree plan after high school graduation. Testing entry requirements apply.

### **Career Academy**

The Career Academy includes Career & Technical Education (CTE) elective courses that provide students with skills for immediate employment. These courses award credit toward a Level I or Level II certificate and *may* be applied to a degree at an institute of higher education. Students who successfully complete Career Academy coursework may graduate with:

- Career and technical training,
- An industry-based certification (IBC); and,
- A Level I or Level II certificate that qualifies them for employment in their chosen field.

For complete details, please refer to the Dual Credit Handbook found at the end of this course catalog. And for additional guidance or questions, contact the College, Career, and Military Readiness (CCMR) Coordinator.

## **CTE Programs of Study Opportunities at COHS**

Career and Technical Education (CTE) courses empower students to pursue excellence by preparing them for postsecondary education, career advancement, meaningful employment, and active citizenship. Many CTE programs also offer opportunities to earn Industry-Based Certifications (IBCs) while still in high school.

### **Programs of Study**

CTE

programs of study are carefully designed course sequences that equip students with the knowledge and skills necessary for success in their chosen career paths. These programs integrate relevant, real-world experiences and culminate in a recognized postsecondary credential. By selecting a program of study in high school, students begin a pathway that transitions seamlessly into related college programs, technical schools, or other postsecondary education and training opportunities. Additionally, the elective courses students choose through CTE can complement their academic coursework and better prepare them for the demands of life and work beyond high school.

## **25-26 COCISD CTE Programs of Study**

Business & Industry: Agriculture, Food, & Natural Resources- <b>ANIMAL SCIENCE</b>	Business & Industry: Hospitality & Tourism- <b>CULINARY ARTS - Phasing Out</b>
Business & Industry: Agriculture, Food, & Natural Resources- <b>AGRICULTURAL TECHNOLOGY &amp; MECHANICAL SYSTEMS (Welding)</b>  <b>CAREER ACADEMY - CTE DUAL CREDIT</b>	Public Service: Health Science- <b>DIAGNOSTIC &amp; THERAPEUTIC SERVICES</b>
Business & Industry: Agriculture, Food, & Natural Resources- <b>ENVIRONMENTAL &amp; NATURAL RESOURCES</b>	Public Service: Law & Public Service- <b>LAW ENFORCEMENT</b>  <b>CAREER ACADEMY - CTE DUAL CREDIT</b>
Business & Industry: Agriculture, Food, & Natural Resources- <b>PLANT SCIENCE</b>	Business & Industry: Business, Marketing & Finance- <b>MARKETING &amp; SALES - Phasing Out</b>

## **CATALOG OF COURSES:**

### **English Language Arts**

#### **1010 English 1**

*03220100 Credit: 1*

*Recommended Prerequisite(s): None*

*Students must meet end-of-course requirements*

This introductory high school course focuses on activities that build on students' prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read extensively in different cultural, historical and contemporary contexts and demonstrate familiarity with works by authors from non-English speaking literary traditions with emphasis on classical literature. Students will engage in the composing process of multi-paragraph compositions including literary, expository, procedural and persuasive. Emphasis on the ability to demonstrate organizational structure, a controlling idea or thesis and writing for a variety of audiences will be practiced.

### **1011 English 1 Honors**

*03220100 Credit: 1*

*Recommended Prerequisite(s): Meet Level II passing standard on the Grade 8 ELA STAAR Students must meet end-of-course requirements*

This course offers an in-depth study of world literature from multiple genres. Students read and write extensively as they explore the significance of historical context, as well as literary forms, terms, and techniques. Clarity, logic, and the ability to formulate and defend a thesis statement are key components of writing instruction and practice. Students will complete compositions both outside and inside of class. These will include response to literary-style analysis, expository, literary, procedural and persuasive. The conventions of language, syntax, the ability to write to a variety of audiences, in addition to the mechanics of writing are continuously addressed to facilitate the writing process.

### **1020 English II**

*03220200 Credit: 1*

*Recommended Prerequisite(s): English I Students must meet end-of-course requirements*

English II further expands and refines the skills learned in English I. The focus on writing emphasizes persuasive forms such as logical arguments and expressions of opinion. In addition, writing for a variety of audiences, rhetorical writing activities in the study of literature, expository and procedural will be addressed. English II students read extensively in multiple genres from world literature originally written in English or translated to English.

### **1021 English II Honors**

*03220200 Credit: 1*

*Recommended Prerequisite(s): English I and Meet Level II passing standard on the English I End-of-Course exam*

*Students must meet end-of-course requirements*

This course focuses on an in-depth analysis of world literature from multiple genres. Students read and write extensively as they interpret influences of the historical context on a literary work and learn literary forms and terms associated with the readings. All modes of writing are practiced with an emphasis on persuasive and analytic forms. With each type of writing, students are expected to plan, draft, revise, and edit their work. The oral and written conventions of writing are continuously reviewed and practiced in order to facilitate the writing process.

### **1030 English III**

*03220300 Credit: 1*

*Recommended Prerequisite(s): English II*

English III further expands and refines the concepts and skills learned in both English II and English I. In addition, students will write longer compositions incorporating outside

documentation, making rhetorical choices on audience, purpose and form, and writing a variety of persuasive, informative and analytical pieces. Students will read extensively from American literature with emphasis on the knowledge, history and major features of this discourse. The course will further provide extensive practice through both reading and writing in the development of critical thinking.

**1036/1038 English III Dual-Credit (Dual Credit is Honors)  
Proxy - P036**

**ENGL 1301 & 1302 Composition I/II**

*0322030 Credit .5 of high school credit and 3 hours of college credit per semester. Students must successfully complete both semesters to get credit for English III.*

*Prerequisite(s): English II, Meet Level II passing standard on the English II End-of-Course exam, meet college readiness requirements*

**ENGL 1301** includes an Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

**ENGL 1302** includes an intensive study of, and practices in, the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Please visit the COCISD dual credit handbook for more information on dual credit courses.

**1040 English IV**

*03220400 Credit: 1*

*Recommended Prerequisite(s): English III*

This course further expands the concepts and skills learned in earlier English classes. The focus of study will be on commonly recognized patterns of organization, precision in meaning through language and rhetorical choices, analysis of ideas, and use of sophisticated and precise word choices. Students will read and recognize major authors, periods, forms and works in British literature. Focus will be on recurring themes, devices of propaganda, analysis of the presentation of ideas including forms of logical reasoning and techniques of persuasive language. Students will understand the application of abstract concepts and read and think critically.

**English IV Dual Credit (Dual Credit is Honors)**

**1046/1048 Composition I & II Dual Credit**

**ENGL 1301/1302** (for 1st time dual credit English students)

**Proxy P036** -11th Grade

**Proxy P046**-12th Grade

OR

**1058/1040 American Literature Dual Credit**

**ENGL 2328** (for students who have completed 1301/1302)

**Proxy P048** - 12th grade

Students enrolled in ENGL 2328 in the Fall will take Regular English IV in the Spring.  
*03220400 Credit .5 of high school credit and 3 hours of college credit per semester. Students must successfully complete both semesters to get credit for English IV.*

*Required Prerequisite(s): English III, Meet Level II passing standard on the English II End-of-Course exam, meet college readiness requirements*

### **1090 College Prep English IV** (Texas College Bridge)

*Texas College Bridge - successful completion and proof of certificate exempts students from the TSIA-2 testing requirements at participating colleges.*

*CP110128 Credit: 1 (Self-paced modules earned in one semester)*

*Prerequisite(s): English III and an ELAR College Readiness Test Score that does not meet college readiness requirements*

The English curriculum for the Texas College Bridge course is broken down into two parts: Stage 1 and Stage 2. In order to earn the certificate of completion for Texas College Bridge English, all students will need to complete both Stage 1 and Stage 2 with a score of 90 in each and pass the Essay assignment.

The focus of Stage 1 will cover the following topics: Introduction to college reading & writing, identifying main ideas, discovering implied meaning, interpreting bias, and analysis through definition. The focus of Stage 2 will cover the following topics: learning across disciplines, exploring comparative elements, informed opinions through causal chains, applied critical analysis, and using sources in critical reading & Writing. A written essay is also required.

## **Mathematics**

### **3010 Algebra I**

*03500100 Credit: 1*

*Students must meet end-of-course requirements.*

Students will use symbols to study relationships among quantities, functions to represent and model problem situations, and analyze and interpret relationships. Students will learn to set up equations, solve meaningful problems and will continually use problem solving, computation in problem-solving contexts, language and communication, connections within and outside of mathematics, and reasoning, as well as multiple representations, applications and modeling, and justification and proof.

### **3030 Algebra II**

*03100600 Credit: 1*

*Required Prerequisite(s): Algebra I*

*Algebra II is REQUIRED and MUST be taken to be eligible for Top 10% Designation for Automatic College Admission.*

Students will build on the foundation presented in Algebra I and Geometry. This includes continued study of linear and quadratic functions, graphing skills, and systems of equations and inequalities. New topics include, but are not limited to, matrices, functions (logarithmic, exponential, polynomial, rational, and piecewise) and conic sections. Students will use multiple representations, technology, and applications for better understanding of these concepts. This course is critical for students who wish to continue in higher mathematics.

### **3031 Algebra II Honors**

*03100600 Credit: 1*

*Prerequisite(s): Algebra I (required)*

*Algebra II is REQUIRED and MUST be taken to be eligible for Top 10% Designation for Automatic College Admission.*

While covering the same basic objectives of the 167 Algebra II course, students in this course will be challenged with assignments requiring abstract and higher order thinking skills. This course provides a solid foundation for upper-level mathematics courses. Graphing calculators and other graphing utilities will be used extensively as students incorporate technology to discover generalizations of concepts and apply these concepts to realistic situations. Students may learn several methods for solving a problem and will be required to choose the most efficient method to complete the task.

### **3020 Geometry**

*03100700 Credit: 1*

*Required Prerequisite(s): Algebra I*

Students use geometric thinking to understand mathematical concepts and relationships among them, study properties and relationships having to do with size, shape, location, direction, and orientation of one, two, and three-dimensional figures. Students will perceive the connection between geometry and the real and mathematical worlds and use geometrical ideas, relationships, and properties to solve problems. Students will use a variety of representations (concrete, pictorial, algebraic, and coordinate), tools, and technology to solve meaningful problems by representing figures, transforming figures, analyzing relationships among figures, and proving concepts related to figures.

### **3021 Geometry Honors**

*03100700 Credit: 1*

*Recommended Prerequisite(s): Algebra I and Meet Level II passing standard on the Algebra I End-of-Course exam*

While covering the same basic objectives of the on-level Geometry course, students in this course will be challenged with assignments requiring exploration, abstract and higher order thinking skills and be required to synthesize their knowledge of postulates and theorems to organize and construct detailed proofs of more complex mathematical theorems. Successful students are willing to devote time to memorizing basic theorems and postulates.

### **3070 Algebraic Reasoning**

*03102540 Credit: 1*

*Recommended Prerequisite(s): Algebra I; students are placed in Algebraic Reasoning based on EOC Alg 1 test scores.*

In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

### **Dual Credit Math**

#### **Proxy P364 (Statistics/College Algebra)**

### **3064 Statistics Dual Credit (Fall only) (Dual Credit is Honors)**

#### **MATH 1342**

*Credit: .5 high school credit for one semester. 3 hours college credit*

Required Prerequisite(s): Algebra II, meet math college readiness requirements. Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

### **3036 College Algebra Dual Credit (Spring course) (Dual Credit is Honors)**

#### **MATH 1314**

*Credit: .5 high school credit for one semester. 3 hours college credit*

*Required Prerequisite(s): Completed Algebra 2 Honors; and meet math college readiness requirements*

In-depth study and applications of polynomial, rational, radical, absolute-value, piecewise defined, exponential and logarithmic functions, equations, inequalities, graphing skills and systems of equations using matrices. Additional topics such as sequences, series, probability, conics and inverses may be included.

### **3061 Financial Mathematics**

*13018000 Credit:1*

*Prerequisite: Algebra 1 and Geometry*

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

### **3051 Pre-Calculus Honors**

*03101100 Credit:1*

*Required Prerequisite(s): Algebra I, Geometry, Algebra II*

Pre-calculus is a preparatory course for Calculus. The course expands on the Geometry and Algebra II curriculum. Topics covered include polynomial functions, exponential functions, logarithmic functions, circular functions, trigonometry, inequalities, complex numbers, sequences and series, parametric equations, conic sections, and vectors. There is an emphasis of higher level thinking with a strong emphasis on graphing applications. Graphing calculators and other graphing utilities are used when appropriate.

### **3090 College Prep Math (Texas College Bridge)**

*CP111228 Credit:1*

*Prerequisite(s): 3 Math credits and a MATH College Readiness Test Score that does not meet college readiness requirements*

*Successful completion of this course exempts the TSIA-2 Math requirement at participating colleges.*

The math curriculum for the Texas College Bridge course is broken down into two parts: Stage 1 and Stage 2. In order to earn the certificate of completion for Texas College Bridge English, all students will need to complete both Stage 1 and Stage 2 with a score of 90 in each.

The focus of Stage 1 is as follows: whole numbers, fractions, decimals, mixed numbers, ratios/rates/proportions, percents, measurements, geometry, statistics, and real numbers. The focus of Stage 2 is as follows: solving equations and inequalities, exponents and polynomials, factoring, systems of equations, rational expressions, radical expressions/quadratic equations, functions, exponential & logarithmic functions, and trigonometry.

## Science

### **4060 Environmental Systems**

*03020000 Credit: 1.0*

*Required Prerequisite(s): None*

Students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

### **4010 Integrated Physics & Chemistry (IPC)**

*Credit: 1.0*

*Recommended Prerequisite(s): None*

In IPC, students conduct laboratory and field investigations, use scientific methods during investigation, and make informed decisions using motion, energy, and matter.

### **4020 Biology**

*03010200 Credit: 1.0*

*Recommended Prerequisite(s): None*

Biology is a lab-oriented course involving a survey of living systems and their interrelationships. Topics include scientific method, biochemistry, cell structure and function, DNA structure and function, genetics, growth and development of organisms, taxonomy, kingdoms and ecology. Laboratory skills and safety procedures are stressed.

### **4021 Biology Honors**

*03010200 Credit: 1.0*

*Recommended Prerequisite(s): Meet Level II Passing Standard on the 8<sup>th</sup> grade Science STAAR*

This is an accelerated laboratory/lecture course. Topics include scientific method, biochemistry, cell structure and function, DNA structure and function, genetics, human body systems, taxonomy, kingdoms and ecology. Laboratory skills and safety are stressed. Investigations, both individual and group, are integral components of the Honors curriculum and may be performed both inside and/or outside of class.

### **4030 Chemistry**

*03040000 Credit: 1.0*

*Recommended Prerequisite(s): 1 unit of high school science & Algebra I (required); Additional unit of high school math – or concurrent enrollment in a 2<sup>nd</sup> year of high school math (recommended)*

Chemistry I is a lab-oriented course that introduces the basic concepts of inorganic chemistry. Topics include scientific measurement and calculations, lab skills, atomic structure, chemical formulas, equations and stoichiometry, chemical bonding, states of matter, solutions, acids and bases, and nuclear chemistry. Laboratory skills and safety procedures are stressed.

### **4031 Chemistry Honors**

03040000 Credit: 1.0

*Recommended prerequisite(s): 1 unit of high school science & Algebra I (required); Additional unit of high school math – or concurrent enrollment in a 2<sup>nd</sup> year of high school math (recommended)*

Honors Chemistry is a rigorous introductory course for students on an accelerated math and science track. Topics include scientific measurement and calculations, lab skills, atomic structure, chemical formulas, equations and stoichiometry, chemical bonding, states of matter, solutions, acids and bases, and nuclear chemistry. The topics will be covered with more depth of theory and with higher mathematical expectations than level Chemistry. Laboratory skills and safety are stressed. Investigations, both individual and group, are integral components of the Honors curriculum and may be performed both inside and/or outside of class.

### **4051 Physics Honors**

03050000 Credit: 1.0

*Required Prerequisite(s):*

The course content in the Honors class is the same as the regular Physics class. However, the rigor is higher; the skills and strategies developed in this course are to prepare students for Advanced Academic and Dual Credit courses.

### **4091 Scientific Research and Design (CTE Course)**

13037200 Credit: 1.0

*Prerequisites: Grades 11-12. Biology, Chemistry, Integrated Physics and Chemistry (IPC) or Physics.* This course is included on the Agricultural, Food, & Natural Resources CTE Programs. Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop a local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement.

*Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

### **Dual Credit Science**

#### **Proxy P446**

### **4046/4048 Environmental Science Dual Credit (Dual Credit is Honors)**

**ENVR 1401/ ENVR 1402** (with lab)

03060300 (*Special Topics in Science-1st time taken*)

*Credit .5 of high school credit and 4 hours of college credit per semester. Students must successfully complete both semesters to get credit for a full science credit.*

*Required Prerequisite(s): Biology, IPC or Chemistry and at least one other science credit.*

The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

### **8040 Advanced Animal Science (CTE course)**

13000700 Credit: 1.0

*Required Prerequisite(s): Grade 11 or 12, Biology & Chemistry or IPC; Alg 1 & Geometry; and either Small Animal Management, Equine Science, or Livestock Production.*

Want to earn science credit through agriculture? Advanced Animal Science is the course for you. Throughout the year, we will complete multiple labs and go in depth studying animals such as cattle, horses, pigs, sheep, goats, and other small animals. In order to take this course you must have already taken or currently be enrolled in Physics. This course satisfies a science credit requirement for students on the Foundation High School Program. *Please note that this is NOT considered an advanced science for GPA weight; it is a regularly weighted course.*

### **8640 Anatomy and Physiology (CTE course)**

13020600 Credit: 1.0

*Prerequisite: Biology and a second science credit; Grades 10-12.*

Students in anatomy and physiology study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis. This course satisfies a science credit requirement for students on the Foundation High School Program.

### **8740 Forensic Science (CTE course)**

13029500 Credit: 1.0

*Required Prerequisite(s): Grade 11-12, Biology & Chemistry or Physics (law course no longer required)*

Forensic Science uses a structured and scientific approach to the investigation of crimes such as assault, abuse and neglect, domestic violence, accidental death, and homicide. Students will learn terminology and investigative procedures related to crime scenes, questioning and interviewing, and scientific procedures used to solve criminal acts. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes. Students will conduct fingerprint, ballistics, and blood spatter analysis. Students will gain knowledge and understanding of forensic science by studying the history, legal aspects, and career opportunities in the field of forensics. This course satisfies a science credit requirement for students on the Foundation High School Program.

## **Social Studies**

### **2010 World Geography**

03320100 Credit: 1.0

*Recommended Prerequisite(s): None*

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of the world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public

policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

### **2011 World Geography Honors**

*03320100 Credit: 1.0*

*Recommended Prerequisite(s): Meet Level II Passing Standard on Grade 8 Social Studies STAAR*

The course content in the Honors class is the same as the regular World Geography class. However, the rigor is higher; the skills and strategies developed in this course are to prepare students for Advanced Academic and Dual Credit courses.

### **2020 World History**

*03340400 Credit: 1.0*

*Recommended Prerequisite(s): None*

World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present.

### **2021 World History Honors**

*03340400 Credit: 1.0*

*Recommended Prerequisite(s):*

The course content in the Honors class is the same as the regular World History class. However, the rigor is higher; the skills and strategies developed in this course are to prepare students for Advanced Academic and Dual Credit courses.

### **2030 US History**

*03340100 Credit: 1.0*

*Recommended Prerequisite(s): At least one history credit in World History and/or World Geography*

Students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War, and post-Cold War eras, and reform movements including civil rights.

### **Dual Credit US History**

**Proxy P236**

### **2036/2038 US History Dual Credit (Dual Credit is Honors)**

**HIST 1301 & 1302**

*03340100 Credit: .5 per semester; both semesters are required for full credit of US History.*

*Recommended Prerequisite(s): Advanced History courses in grades 9/10 and Meet college readiness requirements for ELAR.*

TEKS will be covered in preparation for the required US History EOC exam. Students must earn at least a 70 each semester and will receive six hours of college credit upon successful completion of both courses.

**HIST 1301** includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**HIST 1302** examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

## **2040 US Government**

*03330100 Credit: 0.5*

*Recommended Prerequisite(s): None*

In the United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. It is a high school requirement to graduate with one half credit of US Government.

## **Dual Credit Government**

**Proxy P246 (when taking US Govt (Fall) / TX Govt (Spring))**

## **2046 U.S. Government Dual Credit (Dual Credit is Honors)**

### **GOVT 2305**

*03330100 Credit: 0.5*

*Prerequisite(s): US History & meet college entry test requirements for ELAR*

Origin and development of the U.S. constitution, structure and powers of national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights. Students must earn at least a 70 for the semester and will receive three hours of college credit upon successful completion of the course. Only half a credit (one semester) of US Govt is required for high school.

## **2048 Texas Government Dual Credit Elective (Dual Credit is Honors)**

### **GOVT 2306**

*03380001 Credit: 0.5*

*Recommended Prerequisite(s): U.S. History & meet college entry requirements*

This is an elective course and does NOT count as the required government high school course credit; however, it is required as part of the Texas Core CompleteOrigin and development of the Texas constitution, structure and powers of state and local government, federalism and intergovernmental relations, political participation, the election process, public policy, and the political culture of Texas. Students must earn at least a 70 for the semester and will receive three hours of college credit upon successful completion of the course.

## **2141 Personal Financial Literacy And Economics**

*03380083 Credit: 0.5*

*Recommended Prerequisite(s): U.S. History*

Only one half credit of Economics is required for high school.

This course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur

over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

**OR**

### **2140 Economics with Emphasis on the Free Enterprise System and Its Benefits**

03310300 Credit: 0.5

*Recommended Prerequisite(s): U.S. History*

Only one half credit of Economics is required for high school. The focus is on the basic principles concerning production, consumption, and distribution of goods and services in the United States and a comparison with those in other countries around the world.

## **Fine Arts**

### **5010 – 5040 Art I-IV**

03500100, 03500500, 03501300, 03502300 Credit: 1.0 each

*Recommended Prerequisite(s): None for Art I; others must be taken in succession*

### **5110-5113 Theater Arts I-IV**

03250100, 03250200, 03250300, 03250400 Credit: 1.0 each

*Recommended Prerequisite(s): None for Theater Arts I; others must be taken in succession*

### **5360-5061 Choir I-II**

03150900, 03151000 Credit: 1.0 each

*Recommended Prerequisite(s): None for Choir I; others must be taken in succession*

### **Marching/Concert Band I-IV**

03150200, 03150300, 03150400 Credit: 1.0

*Required Prerequisite(s): None for Band I; others must be taken in succession*

Concert Band provides instruction in instrumental techniques, and in musicianship. During the course of the year, various styles and periods of music will be explored. Members are expected to strive for a high level of expertise and perform in concerts and recitals. Members of the Band are required to participate in the Marching Band in the fall. The course will count as a PE and/or Fine Art credit as follows:

**Course #9318 / #5318:** (03150100 / PES00012)

First-year band students will earn .5 P.E. and .5 Fine Arts

**Course #5315:** (03150100) First-year band who do not need a PE credit

**Course #9312 / #5312:**

Second-year band students will earn .5 PE and .5 Fine Arts

**Course #5313, #5314:** Third-year, Fourth-year band students

### **Cheer I-IV/Cheerleading**

Credit: 1.0

*Required Prerequisite(s): None*

Try-outs are required. The course will count as a PE and/or Fine Art credit as follows:

**Course #9418 / #5418:** (PES00013 / 03830100)

First-year cheer students will earn .5 P.E. and .5 Fine Arts

**Course #5415:** (03830100)

First-year cheer who do not need a PE credit

**Course #9412 / #5412:**

Second-year cheer students will earn .5 PE and .5 Fine Arts

**Course #5413, #5414:** (03830300, 03830400)

Third-year, Fourth-year cheer students

**Dance 1-IV/Dance Team**

*Credit: 1.0*

*Required Prerequisite(s): None*

Try-outs are required. The course will count as a PE and/or Fine Art credit as follows:

**Course #9428 / #5428:** (PES00014 / 03830100)

First-year dance students will earn .5 P.E. and .5 Fine Arts

**Course #5425:** (03830100)

First-year dance who do not need a PE credit

**Course #9422 / #5422:**

Second-year dance students will earn .5 PE and .5 Fine Arts

**Course #5423, #5424:** (03830300, 03830400)

Third-year, Fourth-year dance students

**Languages Other Than English (LOTE)**

**6090 Spanish I**

03440100 *Credit: 1.0*

*Recommended Prerequisite(s): None*

This course offers basic understanding of the Spanish language and exposure to the culture of the Spanish-speaking world. Introduction to basic vocabulary and grammar will enable students to learn to discuss everyday topics such as family, school, numbers, time and weather. Oral and written practices are stressed.

**6092 Spanish II**

03440200 *Credit: 1.0*

*Recommended Prerequisite(s): Spanish I*

This course continues the study of language skills important for everyday use. The basic skills of reading, writing, speaking, listening, and understanding the culture are continued. This course emphasizes grammatical concepts.

**6093 Spanish III**

03440300 *Credit: 1.0*

*Recommended Prerequisite(s): Spanish II*

This course is designed for students who plan to advance to higher level Spanish courses. Emphasis is on oral and written communication through continued study of conversation, writing, reading, acquisition of vocabulary, and advanced grammar concepts. Students are also taught to develop higher level thinking skills in Spanish such as synthesis, analysis, and evaluation. Spanish is spoken in the classroom most of the time.

**6094 Spanish IV**

03440400 *Credit: 1.0*

*Recommended Prerequisite(s): Spanish III*

This course is designed to develop advanced level language skills in the areas of listening, speaking, reading, writing, and grammatical structures. Spanish is spoken in the classroom almost exclusively.

### **6610 Russian I**

*03450100 Credit: 1.0*

*Recommended Prerequisite(s): None*

This course offers basic understanding of the Russian language and exposure to the culture of the Russian-speaking world. Introduction to basic vocabulary and grammar will enable students to learn to discuss everyday topics such as family, school, numbers, time and weather. Oral and written practices are stressed.

### **6620 Russian II**

*03450200 Credit: 1.0*

*Prerequisite(s): Russian I*

This course continues the study of language skills important for everyday use. The basic skills of reading, writing, speaking, listening, and understanding the culture are continued. This course emphasizes grammatical concepts.

### **6630 Russian III**

*03450300 Credit: 1.0*

*Prerequisite(s): Russian I & II*

This course is designed for students who plan to advance to higher level Russian courses. Emphasis is on oral and written communication through continued study of conversation, writing, reading, acquisition of vocabulary, and advanced grammar concepts. Students are also taught to develop higher level thinking skills in Russian such as synthesis, analysis, and evaluation. Russian is spoken in the classroom most of the time.

## **Physical Education (PE)**

### **9318 Marching Band**

*PES00012 Credit: .5 (Fall only)*

Students will participate in the Marching Band and must already have the ability to perform with an instrument.

### **9418 Cheerleading I**

*PES00013 Credit: .5 (Fall only)*

Students who have made the cheerleading squad for the first time and who need a P.E. credit should register for this course.

### **9428 Dance I/Dance Team**

*PES00014 Credit: .5 (Fall only)*

Students who have made the drill team for the first time and who need a P.E. credit should register for this course.

## **9071 AFJROTC**

*PES00004 Credit: 1.0*

*Required Prerequisite(s): None*

Students who enroll in Air Force JROTC for the first time may register for this course. This course counts as a PE credit.

## **9010 PE- Foundations of Lifetime Fitness**

*PES00051 Credit: 1.0*

*Recommended Prerequisite(s): None (Typically taken by first-time PE students)*

Foundations of Lifetime Fitness represents a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the cornerstone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

## **9020 PE – Life Recreational Outdoor Fitness**

*PES00053 Credit: 1.0*

*Recommended Prerequisite(s): Foundations of Lifetime Fitness (Typically taken as a 2nd PE)*

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course. Students enrolled in Team Sports are expected to develop health-related fitness and an appreciation for team work and fair play.

## **Athletics**

*PES00000, PES00001, PES00002, PES00003, PES00004 Credit: 1.0 each*

Students enrolled in Athletics are expected to develop health-related fitness and an appreciation for team work and fair play. Students are also expected to play at least two sports, and attend all practices and competitions related to those sports – before, during, and after school hours, if applicable. Students should select the course number from the list below that corresponds to their grade and gender.

9041 Boys Athletics, 9<sup>th</sup> grade or 1<sup>st</sup> time taken

9042 Boys Athletics, 10<sup>th</sup> grade or 2<sup>nd</sup> time taken

9043 Boys Athletics, 11<sup>th</sup> grade or 3<sup>rd</sup> time taken

9044 Boys Athletics, 12<sup>th</sup> grade or 4<sup>th</sup> time taken

9051 Girls Athletics, 9<sup>th</sup> grade or 1<sup>st</sup> time taken

9052 Girls Athletics, 10<sup>th</sup> grade or 2<sup>nd</sup> time taken

9053 Girls Athletics, 11<sup>th</sup> grade or 3<sup>rd</sup> time taken

9054 Girls Athletics, 12<sup>th</sup> grade or 4<sup>th</sup> time taken

# **Air Force Junior ROTC**

## **9075 AFJROTC 1**

### **Aerospace Science (AS) 100 / Leadership Education (LE) 100**

*(P03160100 Credit: 1.0)*

**Aerospace Science 100: A Journey Into Aviation History** is a course focusing on the development of flight throughout the centuries. The emphasis is on civilian and military

contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history.

**Leadership Education 100: Citizen, Character & Air Force Tradition** focuses on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship. Additionally, military marching and drill skills are practiced to achieve required proficiency and confidence. *Students enrolling in AFJROTC for the first time who do not need P.E. credit will use this course number for their first year of AFJROTC.*

### **9072 AFJROTC 2**

#### **Aerospace Science (AS) 200 / Leadership Education (LE) 200**

*03160200 Credit: 1.0*

*Recommended Prerequisite(s): AFJROTC 1*

**Aerospace Science 200: An Introduction to Global Awareness** is a course about the world's cultures. The course delves into history, geography, religions, languages, culture, political systems, economics, social issues, environmental concerns, and human rights. **Leadership Education 200: Communication, Awareness, and Leadership** stresses communications skills and cadet corps activities. Additionally, military marching and drill skills are practiced to achieve required proficiency and confidence.

### **9073 AFJROTC 3**

#### **Aerospace Science (AS) 300 / Leadership Education (LE) 300**

*03160300 Credit: 1.0*

*Recommended Prerequisite(s): AFJROTC 2*

**Aerospace Science 300: Exploring Space** is a science course that includes the latest information available in space science and space exploration. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and the outer planets. **Leadership Education 300: Life Skills and Career Opportunities** will be helpful to students deciding which path to take after high school. Additionally, military marching and drill skills are practiced to achieve required proficiency and confidence.

### **9074 AFJROTC 4**

#### **Aerospace Science (AS) 400 / Leadership Education (LE) 400**

*03160400 Credit: 1.0*

*Recommended Prerequisite(s): AFJROTC 3*

**Aerospace Science 400: Survival** is a synthesis of the basic survival information found in Air Force regulations and provides training in the skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival.

**Leadership Education 400: Principles of Management** provides exposure to the fundamentals of management. Additionally, military marching and drill skills are practiced to achieve required proficiency and confidence.

## **Additional Electives**

### **8320 Graphic Design (Yearbook 1) (CTE Course)**

*13008800 Credit: 1.0*

*Recommended Prerequisite(s): English I & II*

Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English as they create the School Yearbook.

Also, careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

### **7231/7232 Advanced Journalism (Yearbook 2, 3) (not a CTE Course)**

*032301100, 03201120 Credit: 1.0*

*Recommended Prerequisite: English I, II, and Graphic Design (Yearbook 1)*

Students that have already taken Graphic Design may continue the following year taking courses listed above that focus on Journalism as well as Yearbook.

### **8765 Counseling & Mental Health (CTE Course)**

*13024600 Credit 1.0*

*Recommended Prerequisite: None; The course falls under the Public Service Endorsement of the Law Enforcement Program of Study; however, it is open for any student.*

This Counseling and Mental Health CTE course introduces students to the field of mental health and the various careers within it. Students will explore the human mind, psychological development, and the role of counselors and therapists in improving individuals' mental well-being. The course also covers ethical and legal responsibilities, communication strategies, and support techniques for individuals in high-stress situations.

### **Dual Credit Learning Frameworks & Art Electives**

**Proxy P052 (0052 EDUC 1300 / 5050 ARTS 1301)**

#### **0052 Learning Framework Dual Credit Elective- (Fall Only)**

##### **EDUC 1300**

*03380002 Credit: .5 High School Credit and 3 College Credit Hours (In 24-25 and beyond, EDUC 1300 is now a course in the TX College Core Complete)*

*Prerequisite(s): Meet TSIA-2 ELAR college readiness or placement requirements.*

The course titled "Learning Framework" or "College Success," is a 3-credit hour course focused on enhancing student success in college. Essentially, it aims to equip students with the knowledge and skills to navigate college successfully and develop into effective, strategic learners. In addition, it delves into the research and theory of learning, cognition, and motivation, helping students understand how they learn and how to optimize their learning process. The course also explores factors that impact learning and introduces effective learning strategies. Students will typically use assessment instruments to identify their strengths and weaknesses, and develop academic and career goals.

#### **Fine Art Dual Credit**

The fine art dual credit course offered will depend on the course availability at the junior college.

*Prerequisite(s): Meet TSIA-2 ELAR college readiness or placement requirements.*

#### **5050 Art Appreciation -Dual Credit Elective- (Spring Only)**

##### **ARTS 1301**

*03500110 Credit: .5 High School Credit and 3 College Credit Hours*

This course is designed to introduce students to the visual arts and cultivate an appreciation for them. It often covers a range of art forms, techniques, and historical contexts, encouraging students to develop critical thinking and interpretative skills. It is recommended that students take an additional high school ART credit because it is required to have one full credit of a Fine Art for high school graduation.

### **Dual Credit Speech & Sociology or Psychology Electives**

**Proxy P016** (7116 SPCH 1315 / 2211 SOCI 1301)

#### **7116 Speech Dual Credit Elective - Fall Only**

##### **SPCH 1315: Public Speaking**

*03240900 Credit: .5 High School credit; 3 college credit hours.*

*Recommended Prerequisite(s): Meet TSIA-2 ELAR college readiness or placement requirements.*

This course includes research, composition, organization, analysis, and delivery of speeches for various purposes and occasions.

#### **2211 Introduction to Sociology Dual Credit Elective- Spring Only**

##### **SOCI 1301**

*03370100 .5 High School credit; 3 college credit hours.*

*Prerequisite(s): Meet TSIA-2 ELAR college readiness or placement requirements.*

The scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology. Analysis of social issues in their institutional context may include topics such as social stratification, gender, race/ethnicity, and deviance.

**OR-** *Instead of Sociology in the Spring, students may choose to take Psychology. Either course fulfills the Social Behavioral Science requirement at the college level; therefore, it is a personal choice. However, check your college plan as Psychology is recommended for students who are interested in careers in Psychology, Counseling, Teaching or nursing.*

#### **2218 General Psychology Dual Credit Elective- Spring Only**

##### **PSYC 2301**

*03350100 Credit: 0.5*

*Prerequisite(s): At least one college credit course completed and Meet TSIA-2 ELAR college readiness*

Survey of major topics, psychological topics, theories and approaches to scientific study of behavior and mental processes.

## **Business & Industry: Agriculture, Food & Natural Resources (AFNR)**

#### **8010 Principles of AFNR (CTE Course)**

*13000200 Credit: 1.0*

*Recommended Prerequisite(s): None*

Ever wondered where the shoes on your feet come from? How about the food on your table?

Take this class to learn about the diversity of agriculture in our world. The class will help students expand their leadership and communication skills while furthering knowledge of the effects of agriculture on our world. The class will focus on the elements of the FFA, and a basic study of soils, plants, and various livestock species. Come learn why agriculture is more than just farming. This course is a prerequisite for all AFNR classes.

### **4091 Scientific Research and Design (CTE Course)**

*13037200 Credit: 1.0*

Prerequisites: Grades 11-12.Biology, Chemistry, IPC or Physics

Scientific Research and Design is a broad-based course designed to allow districts and schools considerable flexibility to develop local curriculum to supplement any program of study or coherent sequence. The course has the components of any rigorous scientific or engineering program of study from the problem identification, investigation design, data collection, data analysis, formulation, and presentation of the conclusions. These components are integrated with the career and technical education emphasis of helping students gain entry-level employment in high-skill, high-wage jobs and/or continue their education. Students must meet the 40% laboratory and fieldwork requirement.

*Note: This course satisfies a science credit requirement for students on the Foundation High School Program.*

## **Animal Science Program of Study**

### **8055 Small Animal Management (Fall course) (CTE Course)**

*13000400 Credit: 0.5*

*Recommended Prerequisite(s): Principles of AFNR*

*(1<sup>st</sup> semester; paired w/ Equine Science 2<sup>nd</sup> semester)*

Students will develop knowledge and skills pertaining to animal ownership, industry hazards, current topics associated with animal rights/welfare, management and career opportunities. Suggested small animals which may be included in the course of study include, but are not limited to small mammals, amphibians, reptiles, avians, dogs and cats.

### **8050 Equine Science (Spring course) (CTE Course)**

*13000500 Credit: 0.5*

*Recommended Prerequisite(s): Principles of AFNR*

*(2<sup>nd</sup> semester; paired w/ Small Animal Mngmt 1<sup>st</sup> semester)*

Saddle up! Hang on tight and develop knowledge about the importance of the equine industry in Texas and the U.S. Students will study selection, nutrition, reproduction, handling, and management to prepare for a career in the horse industry.

### **8020 Livestock & Poultry Production (CTE Course)**

*13000300 Credit: 1.0*

*Recommended Prerequisite(s): Principles of AFNR*

Go hog wild! Enroll in Livestock Production and learn about the impact livestock production has on the U.S. Students will have the opportunity to learn about careers in the livestock industry, livestock management, nutrition, genetics, reproduction, and common diseases and pests of cattle, swine, lambs, goats and poultry.

### **8040 Advanced Animal Science (CTE Course)**

*13000700 Credit: 1.0*

*Prerequisite(s): Grade 11-12; Biology and Chemistry or IPC; Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production*

Want to earn science credit through agriculture? Advanced Animal Science is the course for you. Throughout the year, we will complete multiple labs and go in depth studying animals such as cattle, horses, pigs, sheep, goats, and other small animals. This also counts as a science credit; but at a regular weight, it is not considered an honors course.

### **8060 Veterinary Science (CTE Course)**

*13000600 Credit: 1.0*

Recommended Prerequisite(s): Grades 11-12; Principles of AFNR and one year of Ag Animal classes

What is a veterinarian? What do they do on an everyday basis in their clinic? If you are interested in working with sick and injured, as well as healthy animals, this course is for you. This course involves hands-on experience with animals as well as many labs involving research, clinical exams, parasites, disease, terminology, pharmacology, and other areas in the field of veterinary medicine.

## **Agricultural Technology & Mechanical Systems Program of Study**

*Dual Credit Courses - students will earn college credit towards college Level Certificate.*

*Enrollment paperwork is required each school year.*

### **8081 Agricultural Mechanics & Metal Technology (CTE Course)**

#### **8080 (Placement Only: non-dual credit)**

Dual Credit: Lamar Institute of Technology: WLDG 1323/ WLDG 1327

*13002200 High School Credit: 1.0. College Hours: 6*

*Recommended Prerequisite(s): Principles of AFNR*

This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metalworking techniques.

### **8082 Agricultural Structures Design and Fabrication (CTE Course)**

#### **8090 (Placement Only: non-dual credit)**

Dual Credit: Lamar Institute of Technology: WLDG 1428 / WLDG 1407

*13002310 High School Credit: 2.0 College Hours: 8*

*Recommended Prerequisite(s): Grades 11-12; Ag Mechanics*

The student will have the opportunity to develop skills in facility design and fabrication related to agricultural structures. Areas will include safety procedures, use and identification of tools and equipment, exploration of power systems and technology used in Agriculture structures, repairs of equipment, and use of hand and power tools related to metal fabrication.

### **8093 Agricultural Equipment Design & Fabrication + Lab (CTE Course)**

*13002360 Credit: 2.0*

***This course will be offered as dual credit in 2026-27.***

This course focuses on equipping students with the knowledge and skills necessary for designing and fabricating agricultural equipment. It prepares students for careers in mechanized agriculture and technical systems related to agricultural facilities design and fabrication, including safe use of hand and power tools.

## **Environmental and Natural Resources Program of Study**

### **8070 Wildlife, Fisheries, and Ecology Management (CTE Course)**

*13001500 Credit: 1.0*

*Recommended Prerequisite(s): Principles of AFNR*

Wildlife, Fisheries, and Ecology Management examines the management of game and nongame wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. It includes the Hunter's Safety Course.

### **8075 Forestry & Woodlands (CTE Course)**

*13001700 Credit: 1.0*

Recommended Prerequisites: Minimum one credit from the courses in an AFNR Program

This course focuses on current management practices for forestry and woodlands, with emphasis on ecological requirements and environmental impact. It explores the importance of forests, forest management techniques, and how these practices affect the environment.

Students will learn about fire management, timber growth and yield, water resource monitoring, wildlife management, and nursery management.

## **Plant Science Program of Study**

### **8030 Floral Design (CTE Course)**

*13001800 Credit: 1.0*

*Recommended Prerequisite(s): Principles of AFNR*

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Students will be able to keep their designs at the end of the unit as well as have the opportunity to obtain certification through the Texas State Floral Association. This course also counts as a Fine Art High School credit.

### **8035 Floral Design + Lab (CTE Course)**

*13001810 Credit(s): 2.0*

Recommended Prerequisite(s): Floral Design

Students will build on their skills of floral design and learn wedding, sympathy, and seasonal designs. Students will create and operate a simulated floral business. Activities will include, but are not limited to, determining business goals, mission statements, employee requirements, and executing the daily transactions of the business.

## **Business & Industry: Manufacturing: Welding (Phase-out to Ag Mech-Welding)**

### **8898 Practicum in Manufacturing (CTE Course)**

13033000 Credit: 2.0

This course is a capstone course designed to provide students with supervised practical application of the skills and knowledge learned in previous manufacturing and welding courses. It allows students to apply theoretical knowledge and refine skills in a real-world setting.

## **Business & Industry: Arts, Audio/Video Technology & Communications**

### **8320 Graphic Design (Yearbook 1) (CTE Course)**

13008800 Credit: 1.0

*Recommended Prerequisite(s): English I & II*

Students are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English as they create the School Yearbook. *(This course is also listed as an additional elective course.)*

## **Business & Industry: Business, Marketing and Finance (Phase-Out)**

### **8849 Practicum in Entrepreneurship (CTE Course)**

13011111 Credit: 2.0

*Prerequisite: None*

*Recommended Prerequisite: Level I and II courses in a Business Program of Study (Marketing)*

This course provides students with a hands-on, work-based learning experience to apply their entrepreneurial knowledge and skills. Students will build professional, interpersonal, and technical skills relevant to entrepreneurship—such as communication, teamwork, and time management—while expanding their professional network and preparing for careers or postsecondary education.

## **Business & Industry: Hospitality and Tourism (Phase-Out)**

### **8849 Practicum in Entrepreneurship (CTE Course)**

*13011111 Credit: 2.0*

*Prerequisite: None*

*Recommended Prerequisite: Level I and II courses in a Business Program of Study (Culinary)*

This course provides students with a hands-on, work-based learning experience to apply their entrepreneurial knowledge and skills. Students will build professional, interpersonal, and technical skills relevant to entrepreneurship—such as communication, teamwork, and time management—while expanding their professional network and preparing for careers or postsecondary education.

## **Public Service: Health Science**

### **Diagnostic & Therapeutic Services**

#### **8610 Principles of Health Science (CTE Course)**

*13020200 Credit: 1.0*

*Recommended Prerequisite(s): None*

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry.

#### **8615 Medical Terminology (CTE Course)**

*13020300 Credit: 1.0*

*Recommended Prerequisite(s): Principles of Health Science*

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

#### **8620 Health Science Theory (CTE Course)**

*13020400 Credit: 1.0*

*Prerequisite(s): Principles of Health Science (recommended), Biology & Medical Terminology (required)*

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

#### **8622 Health Science Theory + Clinical (Lab) (CTE Course)**

*13020410 Credit: 2.0*

The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

### **8640 Anatomy & Physiology (CTE Course)**

*13020600 Credit: 1.0*

*Required Prerequisite(s): Grades 10-12; Biology and a second science credit.*

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

### **Practicum in Health Science (CTE Course)**

*13020500 Credit: 2.0*

#### **8698 CCMA**

*Prerequisite(s): Health Science Theory and Biology; Grades 11-12*

The Practicum is designed to give students practical application of previously studied knowledge and skills. The 8698 CCMA course will prepare students to sit for the national certification exam for Certified Clinical Medical Assistant.

## **Public Service: Law & Public Safety**

*Dual Credit Courses - students will earn college credit towards a College Level Certificate. Enrollment paperwork is required each school year.*

### **8710 Principles of Law, Public Safety, Corrections, & Security (CTE Course)**

*13029200 Credit: 1.0*

*Recommended Prerequisite(s): None*

This course introduces students to professions in law enforcement, security, corrections, and fire and emergency management services and provides them with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services.

### **8721 Law Enforcement I - Dual Credit (CTE Course)**

#### **8720 - (Placement Only: non-dual credit)**

*Dual Credit: Lamar State College Orange*

*13029300 High School Credit: 1.0. College Hours: 3 each semester: CJSA 1322 / CJSA 1312*

*Recommended Prerequisite(s): Principles of Law*

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

### **8751 Criminal Investigation - Dual Credit (CTE Course)**

#### **8750 (Placement Only: non-dual credit)**

*Dual Credit: Lamar State College Orange*

*13029550 High School Credit: 1.0. College Hours: 3 each semester: CJSA 1317 / CJSA 1342*

*Recommended Prerequisite(s): Principles of Law*

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will

learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

### **8730 Law Enforcement II**

*13029400 Credit: 1.0*

*Recommended Prerequisite(s): Law Enforcement I*

Provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

### **8740 Forensic Science**

*13029500 Credit: 1.0*

*Prerequisite(s): Grade 11-12, Biology and Chemistry/Physics (law course no longer required)*

Forensic Science uses a structured and scientific approach to the investigation of crimes such as assault, abuse and neglect, domestic violence, accidental death, and homicide. Students will learn terminology and investigative procedures related to crime scenes, questioning and interviewing, and scientific procedures used to solve criminal acts. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes. Students will conduct fingerprint, ballistics, and blood spatter analysis. Students will gain knowledge and understanding of forensic science by studying the history, legal aspects, and career opportunities in the field of forensics. Because this course meets the 40% laboratory and field work requirement for laboratory-based science courses, this course can count as a science credit.

# Coldspring Oakhurst CISD

## Dual Credit Handbook 2025-2026



**"Creating Opportunities for All"**

*It is the policy of Coldspring-Oakhurst Consolidated ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.*

*Updated July 2025*

## **COCISD Dual Credit Overview**

- COHS offers both Career & Technical (Career Academy) and core complete (Academic Academy) dual credit courses.
  - 25-26 Dual Credit course agreements are from the following colleges:
    - Lamar State College Orange (Career Academy- Law Courses)
    - Lamar Institute of Technology (Career Academy- Ag Mechanical/Welding)
    - Lone Star College (Academic Academy- Texas Core Complete Courses)
- Dual credit is open to all students in grades 9-12; students may choose to enter dual credit at the beginning of any grade level, as long as entry requirements and registration deadlines are met.
- It is important for dual credit students to prioritize high school graduation requirements first, including earning an endorsement and required remedial coursework (if applicable), before adding additional dual credit elective courses.
- Dual credit courses are paid for by COCISD; however, fees may apply for students who violate the academic integrity, behavior, or performance expectations.

## **Academic Integrity / Behavior / Performance Expectations**

- Dual credit students will maintain the highest standards of personal conduct.
  - Students enrolled in dual credit courses are expected to perform as college students and assume the responsibilities of a college student.
- Students are encouraged to advocate for themselves. If there is a concern or question with the college course, the student is expected to reach out to the professor in the modality requested in the professor's course syllabus.
- Students typically spend time outside of the school day reading, studying, and preparing for their Academic Academy course, typically 3 hours a week for every college hour.
- A college's reputation depends on maintaining the highest standards of academic integrity and honesty. Commitment to those standards is a responsibility of every college student, instructor, and staff member. The College requires complete honesty from each student in all phases of coursework. Breaches of academic integrity and honesty include cheating, plagiarism, and the unauthorized possession or disposition of academic materials.
  - The College considers any breach of academic integrity and honesty as a violation of acceptable student conduct, and instructors and/or the Student Affairs Official will address any violation. Consequences determined by the college will apply.
- COHS also considers any breach of academic integrity/behavior/performance of a dual credit student a violation and consequences set forth by COHS will apply.
  - See chart below.

Violation	1st Offense	2nd Offense	3rd Offense
DAEP Placement	Dual Credit suspension the following semester; student may need to be dropped from the course due to attendance depending on the drop date - resulting in the student reimbursing COCISD for course fees incurred.		
Final Course Letter Grade "D"	Course grade will be posted to the transcript as a numerical 70, per our Transfer Policy. The student will be placed on probation for the following semester.	If the student on probation earns a "D" again in a dual credit course, the student will be removed from the dual credit program.	
Final Course Letter Grade of "F"	Course grade will be posted to the transcript as a 69 per the transfer policy. The student will reimburse COCISD for any course fees incurred & will be suspended from dual credit in the subject the following semester.		
Drop a Course after the "drop date"	Required reimbursement to COCISD for any course fees incurred.		
Academic Integrity	"F" for the assignment/quiz/test; parent contact, a COHS Office Referral, and report violation to the college.	1st offense consequences; as well as, revocation of dual credit scholarship funds for the following semester.	"F" for the assignment/quiz/test; parent contact, a COHS Office Referral, report violation to the college (consequences apply); as well as termination from the COHS dual credit program.

## Attendance Policy

- Regular and punctual attendance is expected. COCISD attendance policy applies. Students may pass the course with a grade above a 70; however, if the student does not meet the minimum attendance requirement, then the student will lose credit for the course for high school credit. This applies to both in person and online courses.
- Students are required to follow the college professor's make-up work policy as outlined in the course syllabus.
- Students participating in COCISD extracurricular activities are strongly encouraged to notify their instructor of any school-related absences in advance, preferably at least one week before the scheduled absence.

- It is the student's responsibility to arrange in advance with the instructor to make up any missed work or assessments and to complete them within a reasonable timeframe.
- Responsibility for making up work missed due to illness or school-related activities rests solely with the student.
- Please note that all make-up work is granted at the instructor's discretion and must align with the guidelines provided in the course syllabus.
- Dual credit students are responsible for following both the COHS & the College's academic calendar. Students are responsible for completing the work per the college course calendar, course syllabus, and assignment due dates, regardless if COCISD is in session or not.

**Courses Offered : Academic Academy**

The Academic Academy dual credit course selection, availability, and modality is dependent on COHS student course requests, course offerings at the partnering college and the credentialing of the dual credit instructors. College readiness entry requirements apply to enroll in the Academic Academy.

**2025-2026 Academic Academy Dual Credit Courses for Texas Core Complete  
~Lone Star College**

9th Fall	9th Spring	10th Fall	10th Spring	11th Fall	11th Spring	12th Fall	12th Spring
EDUC 1300	ARTS 1301	SPCH 1315	PSYCH 2301 OR SOC 1301	ENGL 1301	ENGL 1302	ENGL 1301 or 2328	ENGL 1302
				HIST 1301	HIST 1302	US GOVT 2305	TX GOVT 2306
						MATH 1342	MATH 1314 (optional)
						ENVR 1301	ENVR 1302

Texas Core Complete College Courses Crosswalk Chart:

<b>College Core Component Area</b>	<b>College Credit Hours Required</b>	<b>College Course</b>
COMMUNICATION	6	ENGL 1301 ENGL 1302
MATHEMATICS	3	MATH 1342
LIFE & PHYSICAL SCIENCE w lab (4 each)	6-8	ENVR 1401 ENVR 1402
CREATIVE ARTS	3	ARTS 1301
LANGUAGE, PHILOSOPHY & CULTURE	3	ENGL 2328
HISTORY	6	HIST 1301 HIST 1302
GOVERNMENT	6	GOVT 2305 GOVT 2306
SOCIAL & BEHAVIORAL SCIENCE	3	SOCI 1301 or PSYCH 2301
COMPONENT AREA OPTION	6	EDUC 1300 or HUMA 1301 SPCH 1315
OPTIONAL MATH COURSE	3	MATH 1314
<b>TOTAL COLLEGE HRS:</b>	<b>47 hrs</b>	

**Courses Offered: Career Academy**

The Career Academy dual credit courses are intended for students pursuing certain Career & Technical Programs of Study. Prerequisite course requirements apply; however, college ready test scores are not required. Below are the Career & Technology Crosswalk Course Frameworks for the dual credit programs offered in 25-26:

**Agriculture & Mechanics (Welding)** -Lamar Institute of Technology

**Law Enforcement** -Lamar State College Orange

**Career Academy Crosswalk (COCISD): Agricultural Technology & Mechanical 2025-26**

9th Grade					10th Grade				
COCISD Course Name	PEIMS #	COHS Credit	No College	College Hours	COCISD Course Name	PEIMS #	COHS Credit	Lamar Institute of Technology	College Hours
Principals of Agriculture, Food, and Natural Resources (AFNR)	13002200	1	Not Applicable		Ag Mech and Metal Tech	13002200	1	WLDG 1323 (F)	3
								WLDG 1327 (S)	3
<b>TOTAL CREDITS</b>		<b>1</b>		<b>0</b>	<b>TOTAL CREDITS</b>		<b>1</b>		<b>6</b>
11th Grade					12th Grade - Proposed for 26-27				
COCISD Course Name	PEIMS #	COHS Credit	Lamar Institute of Technology	College Hours	COCISD Course Name	PEIMS #	COHS Credit	Lamar Institute of Technology	College Hours
Agricultural Structures Design and Fabrications/Lab**	13002310	2	WLDG 1428 (F)	4	Ag Equip Design and Fab/Lab	13002360	2	WLDG 1457 (F)	4
			WLDG 1407 (S)	4				WLDG 2413 (S)	4
<b>TOTAL CREDITS</b>		<b>2</b>		<b>8</b>	<b>TOTAL CREDITS</b>		<b>2</b>		<b>8</b>
<b>COCISD Total Credits (4 required + IBC)</b>		<b>6</b>			<b>LIT TOTAL Semester Credit Hours</b>				<b>22</b>

\*\* IBC in this course

Program Information
Students completing this course of study will complete their Level 1 Certification in SMAW Welding Technology & Structural Welding Certificate and walk in LIT's graduation if they choose. This award can be applied to the Pipe Welding Level II Certificate and the AAS of Welding Technology for students wishing to continue their education. COCISD Ag Mech/Welding teachers are credentialled as LIT adjuncts to teach these courses at COHS. Skills learned will prepare students to take the following industry based certification (IBC) while in high school: AWS Certified Welder D9.1. At least 1 (one) IBC is required by COHS graduation. COCISD students in this program are encouraged to participate in a CTSO (Career & Technical Student Organization) such as SKILLSUSA.

LIT Course	LIT Course Name
WLDG 1323	Welding Safety, Tools, and Equipment
WLDG 1327	Welding Codes and Standards
WLDG 1428	Intro to Shield Metal Arc Welding (SMAW)
WLDG 1407**	Intro to Welding-Multi Processes
WLDG 1457	Intermediate SMAW
WLDG 2413	Intermediate Multi-Processes

\*\*IBC AWS D9.1

**Career Academy Crosswalk (COCISD): Law Enforcement/Criminal Justice 2025-26**

9th Grade					10th Grade				
COCISD Course Name	PEIMS #	COHS Credit	Lamar State College Orange	College Hours	COCISD Course Name	PEIMS #	COHS Credit	Lamar State College Orange	College Hours
Principles of Law	13029200	1	Not Applicable		Law Enforcement I	13029200	1	CJSA 1322 (F)	3
								CJSA 1312 (S)	3
<b>TOTAL CREDITS</b>		<b>1</b>		<b>0</b>	<b>TOTAL CREDITS</b>		<b>1</b>		<b>6</b>
11th Grade					12th Grade : Proposed for 26-27				
COCISD Course Name	PEIMS #	COHS Credit	Lamar State College Orange	College Hours	COCISD Course Name	PEIMS #	COHS Credit	Lamar State College Orange	College Hours
Criminal Investigation	13029550	1	CJSA 1317 (F)	3	Law Enforcement II*	13029400	1	CJSA 1313 (F)	3
			CJSA 1342 (S)	3				CJSA 1327 (S)	3
<b>TOTAL CREDITS</b>		<b>1</b>		<b>6</b>	<b>TOTAL CREDITS</b>		<b>1</b>		<b>6</b>
<b>COCISD Total Credits (4 required + IBC)</b>		<b>4</b>			<b>LITIAL Semester Credit</b>				<b>18</b>

\* IBC offered in this course (must be 18 & get fingerprinted)

Program Information
The courses in this program can be applied to the Criminal Justice 15 hr Certificate and the AAS in Criminal Justice. The COCISD Criminal Justice instructor will be credentialled and mentored to teach these courses in person at COHS. Skills learned in these courses will prepare students to test for the following industry based certifications (IBC) while in high school: IAED Emergency Telecommunicator or Non Commissioned Security Officer Level II License (IBCs available at COHS may vary). At least 1 (one) IBC is recommended by COHS graduation. COCISD students in this program are encouraged to participate in a CTSO (Career & Technical Student Organization) such as SKILLSUSA.

LSCO Course	LSCO Course Name
CJSA 1322	Intro to Criminal Justice
CJSA 1312	Crime in America
CJSA 1317	Juvenile Justice System
CJSA 1342	Criminal Investigation
CJSA 1313	Court Systems & Practices
CJSA 1327	Fundamentals of Criminal Law

## Dropping a Course

- If the student is considering dropping a course, he/she must first communicate with the professor and also the CCMR Coordinator. Fees, course and graduation consequences may apply. Pay close attention to the “drop dates” given by each college.
- If a dual credit course must be dropped, the student is required to notify the CCMR Coordinator, AND complete/submit the required paperwork provided by the college.
  - Parents will be notified by the CCMR Coordinator; and the high school course schedule is changed. The student will be placed in a regular credit high school course in the same subject as his/her schedule and graduation plan allows. If scheduling conflicts or date enrolled prevents the student from going into a regular classroom for instruction, classes may be completed through the credit recovery program. Course credits completed through credit recovery are recorded on the high school transcript; however, no GPA points are earned for completion.

## Student Eligibility & Requirements

- Dual credit students will be required to follow enrollment procedures and guidelines for admission set forth by each college. For some courses, students are required to meet college ready testing requirements established by the college; while other courses require pre-requisites.
- The Texas Success Initiative is a state-legislated program designed to improve student success in college. Part of this program is an assessment called Texas Success Initiative Assessment - TSIA-2) to determine basic skills in reading, mathematics and writing. Students may show their college readiness to enter dual credit through the following college ready test scores: ACT, SAT, or TSIA-2.
  - The TSIA-2 is administered at COHS for students in grades 9-12 at least once each fall and again in the spring; and for 8th graders each spring; the ACT is provided to juniors at COHS each spring. See testing calendar for dates.
- Qualifying assessment scores may be a pre-requisite for specific dual credit courses and grade levels.
  - TSIA-2 College Ready Scores:
    - TSIA-2 ELAR:  $\geq 945$  and Essay score of 5+ OR
      - $<945$ , Essay 5-8, and a Diagnostic Score 5+.
    - TSIA-2 Math:  $\geq 950$  OR
      - $<950$  and a Diagnostic Score of a 6.

## Enrollment, Course Load & Registration

- Students interested in dual credit need to plan ahead. Each fall, there is a parent meeting planning for the following school year’s dual credit program. Students interested in the Academic Academy should take the TSIA-2 or other form of college readiness test in the fall, so (if needed) the student has a chance to retest in the spring prior to meeting with the counselors for course requests.

- For dual credit course selection, students may select the dual credit courses from the courses offered in COHS's Career Academy or Academic Academy. See charts that follow.
- To ensure success, it is recommended that students monitor the course load of dual credit as follows:
  - 9th- no more than one (1) dual credit course each semester from the Academic Academy. Courses on the Career Academy are not offered to 9th graders.
  - 10th- no more than one (1) dual credit course from the Academic Academy and 1 from the Career Academy each semester.
  - 11th - no more than two (2) courses from the Academic Academy and two (2) from the Career Academy per semester.
  - 12th - Seniors should not exceed four (4) courses from the Academic Academy and two (2) from the Career Academy per semester.
- Dual credit enrollment paperwork is due to the CCMR Coordinator no later than the first Monday of May each year.
  - Paperwork to include, but not limited is as follows:
    - College Ready Test Score(s) on TSIA-2, SAT, or ACT. (if applicable)
    - Enrollment Consent Form signed by care-taker/student indicating dual credit course requests for both the upcoming fall and spring semesters.
    - COCISD Socioeconomic Form (this is expected to be updated annually)
    - Proof of application to the college: Application or Student ID#.
      - For the initial year of dual credit at the specific college, students are required to complete the online application called Apply Texas. [www.applytexas.org](http://www.applytexas.org)

## Grades / Credits

- Core academic dual credit courses in the Academic Academy are included in the student's calculated rank on a grade point scale congruent with the advanced academic courses as approved in board policy. (English, Math, Social Studies, Science) Elective dual credit courses do NOT count towards a student's rank.
  - **SENIORS:** Reminder - due to the COCISD Board Policy, **any** courses taken in the spring of the senior year **will not** be included in the calculation for Senior Honors. *"For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fall semester of the senior year."*
- Students are responsible for monitoring their dual credit grades through the college grade portal and/or COCISD grade portal as applicable. Students should expect a mid-term grade and a final grade; however, it is the discretion of the professor how to issue grades throughout the semester. The college grading system is not required to follow the 9-week COCISD grade system.
  - If mid-term grades are available from the college, students will be notified of their grade; parents will be notified of students failing or in jeopardy of failing.
  - Final dual credit grades will be posted to the COCISD grade portal at the end of each semester.

- In the absence of a numerical grade provided by the college, letter grades transferred will be converted as follows: A = 95; B = 85; C = 75; D = 70; F = 69, per district policy.
- Refer to the chart for additional grading information & consequences.
  - Suspension - not able to take a dual credit course the following semester, but allowed to pick up dual credit after sitting out of dual credit for one semester.
  - Probation - monitor the course grade while continuing to be enrolled in dual credit; if a student falls below the academic expectations two semesters in a row, suspension from the dual credit program will be considered.
- Specific to dual credit GRADES, COCISD will only award credit for dual credit grades 70 and above. Grades below 70 will not earn COHS credit and will earn zero points for GPA. If the course in which a grade is below a 70 is a graduation requirement, the student may be assigned credit recovery to make up the course credit.

## Graduation Recognition

- Students earning Texas Core Complete will be recognized at the high school graduation ceremony.
- Students earning a Level I or Level II Career & Technical Certificate by completing the required CTE dual credit hours will be recognized at the high school graduation ceremony. In addition, (depending on the program and the college), these students *may* be invited to attend a graduation ceremony honoring the certificate at the college.

## Performance Acknowledgements & FERPA

- Twelve (12) College Academic hours with a grade of a 3.0 or higher will be noted as a Performance Acknowledgement on the student's COHS transcript.
- Dual Credit students are college students and subject to the Federal Educational Rights and Privacy Act (FERPA). A parent or legal guardian must sign a FERPA Release Form from the college to receive information regarding his/her student's academic performance.

## Student Complaints or Student Grade Appeals

- Grievance or complaint procedures for handling student complaining, regarding college courses are applicable to all students enrolled in dual credit courses. Dual Credit students with complaints should contact the Dual Credit Coordinator (CCMR Coordinatory) or the Assistant Superintendent of COCISD to begin the process. Many times the complaint/concern can be resolved at the district level. However, if needed, the dual credit students will be referred to follow the procedures as stated in the particular college's board policy.
- If a student chooses to appeal a grade, the student should contact the professor and the dual credit coordinator. If an agreement is not reached, then the student will be referred to the college's grade appeal process.

## Transcripts

- Students may access their unofficial college transcript in the college student portal.
- Requests for official college transcripts will need to be requested through the college's website. Fees apply. COHS does not keep official college dual credit transcripts.
- At the end of each school year, it is advised that students request an official transcript from each college they attended, just for their records; however, it is very important after high school graduation to follow the steps to request an official transcript be sent to the college the student will attend in the fall. COHS only sends high school transcripts, not college transcripts. It is the responsibility of the student to request official college transcripts.

## Transferring College Credit to another College or University

College credit is awarded through the higher education partner. In order to determine how the course will transfer to another public university, you can use the Texas Common Course Numbering System (TCCNS) <https://www.tccns.org>, visit the website of the specific university you plan to attend, or meet with a college advisor. COCISD employees are not responsible for ensuring college courses taken in high school will transfer to individual college degree plans. The Academic Academy Core Complete courses are updated each year by the partner college (in this case for 25-26 Lone Star College) to ensure courses taken fulfill the Higher Education Board's approval for Texas Core Complete.

## Tuition & Textbook Fees

- Tuition & textbooks for approved dual credit courses will be paid for by the district.
  - Course textbooks & material fees are specific to each course
  - The maximum course fees this year 25-26 that could be incurred to COCISD are as follows:
    - \$129 for 3-hour course
    - \$172 for 4-hour course
- Students that drop courses after the 100% refund deadline or earn a grade below a 70 will be responsible for paying the school district back for any fees the district has incurred, such as (but not limited to) tuition fees, textbooks, materials, resources, etc.

## UIL Eligibility

Dual credit core academic courses follow UIL eligibility no pass/no play regulations. Students may apply for one UIL eligibility waiver for one failing grade in a dual credit class. The student will need to complete the paperwork through the COHS Counselor and have the waiver signed by the principal. The policy states that the grade must at least be a 65 to be eligible. Due to the nature of the college grading system, students may not have an opportunity to become UIL eligible after receiving a failing grade.

*If you have any other questions regarding the dual credit program, please contact the College, Career & Military Readiness Coordinator at (936) 653-1154 or the COCISD Assistant Superintendent of Instruction at (936) 653-1115.*