



Texas A&M University — College Station

CAMPUS REPORT

May 2005

I. INTRODUCTION

This document presents a progress report of the Texas A&M University – College Station (TAMU), with a focus on the cumulative impact of TxCETP and plans for sustaining accomplishments. The report is organized by TxCETP goals, which cover these areas:

1. Course reform
2. Recruitment of students to STEM teaching
3. Preservice teacher and novice teacher support
4. Systemic reform connections



Because of the inherent overlap between Goal 2: Recruitment, and Goal 3: Preservice teacher and novice teacher support, the reader may find individual campus differences in which goal the strategies and activities are placed to accomplish these goals.

The following data sources have been used to show evidence of the extent to which these goals have been achieved:

- NSF reporting system
- State Board of Educator Certifications
- Student and faculty course surveys
- Campus Team Leader reports/interviews
- Campus Strategic Plan
- NSF Scholar application narratives

To provide a context for interpreting the TxCETP progress data, the next section includes some background information on TAMU - a brief campus description, faculty and K-12 teacher involvement in TxCETP, and student participation in the teacher education program.

II. BACKGROUND INFORMATION

1. CAMPUS DESCRIPTION

TAMU was established in 1876 as the state's first public institution of higher learning and has an historic commitment to fulfilling its mission as a land-grant/sea-grant/space-grant institution (one of a select few institutions nationally to hold all three designations). The university is located 90 miles northwest of Houston.

TAMU is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. Texas A&M welcomes and seeks to serve persons of

all racial, ethnic, and geographic groups, as it addresses the needs of an increasingly diverse population and a global economy.

Based on the most recent IPEDS data from school year 2003-04, the overall enrollment in Fall of 2003 was 44,813 and over 80% of the students were undergraduates. The ethnic make-up of the undergraduates was approximately 82% White, 9% Hispanic, 3% Asian or Pacific Islander, and 2% Black. The university awarded 7,914 Baccalaureate degrees between July 1, 2003 and June 30, 2004; 1,389 of these in Business Management, Marketing, and Related Support, 991 in Agricultural Operations and Related Sciences, 972 in Engineering, 738 in Biological and Biomedical Sciences, and 698 in Social Sciences.

2. PARTICIPATION IN TxCETP BY CALENDAR YEAR

The following tables show the number of faculty and K-12 educators involved in TxCETP implementation and benefiting from these reform efforts by TAMU since the year 2000:

Table 1a: Campus Participation by Calendar Year

	Implementation					Beneficiaries				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
College of Education	0	0	1	4	5	0	0	0	5	2
Science	1	8	6	5	10	0	0	25	7	19
Mathematics	2	0	3	1	4	0	0	0	1	5
Engineering	0	0	0	0	0	0	0	0	2	0
Other	0	0	0	0	0	0	0	0	16	0
Total	3	8	10	10	18	0	0	25	31	26

Source: NSF Data Reports

Table 1b: Community College Participation

	Implementation					Beneficiaries				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
College of Education	0	0	0	1	1	0	0	0	0	0
Science	0	0	0	1	0	0	0	0	7	0
Mathematics	0	0	0	0	0	0	0	0	0	0
Engineering	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	5	0
Total	0	0	0	2	1	0	0	0	12	0

Source: Campus Activities Reports

Table 2: K-12 Participation by Calendar Year

	Implementation					Beneficiaries				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Elementary Teachers	0	0	0	0	0	0	0	0	0	0
Mathematics Teachers	0	2	6	10	0	0	0	0	0	39
Science Teachers	0	16	15	18	0	0	23	19	1	35
Mathematics/ Science Teachers	0	0	0	0	0	0	0	0	0	3
Administrators	0	0	0	3	0	0	0	0	0	1
Other/Unknown	0	0	1	0	45	18	0	12	1	75
Total	0	18	22	31	45	18	23	31	2	153

Source: NSF Data Reports

3. STUDENT PARTICIPATION IN TEACHER PREPARATION PROGRAM – ENROLLMENT,

GRADUATION, AND CERTIFICATION

The next four tables provide the following information:

- Juniors and seniors enrolled in teacher preparation program by major and ethnicity
- Bachelor degrees from the teacher preparation program by major
- Post-Baccalaureate certification students from the teacher preparation program by major
- Initial ExCET/TEXES Test Takers by Area and Academic Year

The key for the column headers is as follows: E = Elementary Education, M=Mathematics, S=Science.

Table 3: Juniors & Seniors Preparing to be Teachers by Ethnicity and Major

Ethnicity	Fall 2000				Fall 2001				Fall 2002				Fall 2003				Fall 2004			
	E	M	S	Total	E	M	S	Total	E	M	S	Total	E	M	S	Total	E	M	S	Total
African American/Black	23	0	0	2%	18	0	0	1%	13	0	0	1%	13	0	0	1%	21	0	1	1%
Anglo/White	921	20	35	86%	1026	12	14	87%	1131	21	20	90%	1135	17	21	89%	1444	63	81	87%
Hispanic	93	2	4	9%	73	0	1	6%	71	0	2	6%	66	1	1	5%	133	1	5	8%
Native American	5	0	0		9	0	0	1%	13	0	0	1%	11	0	0	1%	12	0	0	0%
Asian	12	0	0	2%	8	0	1	1%	7	0	0	.5%	5	0	0	---	15	1	2	1%
Other/ Not Reported	23	0	2	1%	21	1	27	4%	25	1	4	2%	4	24	22	3%	7	24	27	3%
Total	1077	22	41	1140	1155	13	43	1211	1260	22	26	1308	1234	42	44	1320	1612	89	116	1817

Source: NSF Data Reports

Table 4: Baccalaureate Degrees Awarded to Students Preparing to be Teachers by Major and Calendar Year

Ethnicity	2000				2001				2002				2003				2004			
	E	M	S	Total	E	M	S	Total	E	M	S	Total	E	M	S	Total	E	M	S	Total
African American/Black	13	0	0	3%	2	0	0	.5%	4	0	0	1%	5	0	0	1%	2	0	1	1%
Native American	0	0	0	---	2	0	0	.5%	2	0	0	.5%	4	0	0	1%	5	0	0	1%
Asian	3	1	0	1%	1	1	0	.5%	1	0	1	.5%	1	0	0	---	3	0	2	1%
Anglo/White	387	6	9	91%	380	0	20	82%	373	5	6	90%	430	5	10	92%	321	1	9	92%
Hispanic	21	0	3	5%	23	1	1	5%	28	0	0	7%	26	0	0	5%	12	0	3	4%
Other/Not Reported	0	0	0	---	56	0	1	12%	5	1	3	2%	5	0	0	1%	3	0	0	1%
Total	424	7	12	443	464	2	22	488	413	6	10	429	471	5	10	486	346	11	15	372

Source: NSF Data Reports

Major	2000	2001	2002	2003	2004
Elementary Education	0	0	0	12	0
Mathematics	3	3	4	3	3
Science	5	6	21	14	10
Mathematics/Science	0	0	0	0	1
Total	8	9	25	29	14

Source: Campus Activities Reports

Area	(9/99-8/00)	(9/00-8/01)	(9/01-8/02)	(9/02-8/03)	(9/03-8/04)
Early Childhood Education	108	105	146	200	-
Elementary Comprehensive	399	349	441	287	-
Professional Development (Elementary)	404	357	357	384	-
Generalist EC-4	-	-	-	149	328
Generalist 4-8	-	-	-	-	1
Pedagogy and Professional Responsibilities EC-4	-	-	-	124	325
Pedagogy and Professional Responsibilities 4-8	-	-	-	21	103
Pedagogy and Professional Responsibilities 8-12	-	-	-	56	220
Pedagogy and Professional Responsibilities EC-12	-	-	-	1	57
Mathematics (Secondary)	30	21	23	8	-
Mathematics 8-12	-	-	-	5	34
Mathematics/Science 4-8	-	-	-	9	56
Science 4-8	-	-	-	2	2
Science 8-12	-	-	-	14	46
Biology (Secondary)	13	11	16	6	-
Chemistry (Secondary)	1	5	11	2	-
Composite Science (Secondary)	29	16	20	20	-
Earth Science (Secondary)	5	3	2	3	-
Life/Earth Science (Secondary)	6	3	2	1	-
Life Science 8-12	-	-	-	42	44
Middle School Science	-	-	3	1	-
Physical Science (Secondary)	-	-	6	-	-
Physical Science 8-12	-	-	-	1	11
Physics (Secondary)	1	-	1	-	-
Psychology (Secondary)	10	8	5	4	-
Sociology (Secondary)	1	-	1	-	-

Source: SBEC Reports

III. CUMULATIVE IMPACT OF TXCETP ON THIS CAMPUS

GOAL 1: COURSE REFORM

This section of the report describes the cumulative impact made to date in the area of Course Reform to systemically improve STEM teacher preparation. Specifically how TxCETP has impacted this campus in the TxCETP wide objectives:

- Expand course reform from Biology to Chemistry, Physics, Earth Sciences, and courses taken by elementary, math/science preservice teachers and potentially to all students enrolled in these courses.
- Integrate Texas Essential Knowledge and Skills (TEKS) and the state standards for teacher certification into mathematics and science courses.
- Introduce course reform to faculty through the use of various TxCETP-sponsored projects (e.g., Multi-Initiative Dissemination Chemistry Workshops, Inquiry for Professors, TxCETP Forum)

In addition, other impacts on this campus as a result of involvement in the TxCETP initiative are reported.

Cumulative Impact of TxCETP on Course Reform

The TxCETP reform initiative has promoted greater awareness on campus of state standards and assessment in academic departments that offer the content courses. It has also helped bring together like-minded faculty from across 5 different colleges and many departments.

TAMU's departments of Biology, Chemistry, Mathematics, Physics, and Statistics reviewed all content courses required for certification in the math/science fields and found that the content of the courses appear to more than address the Texas Essential Knowledge and Skills standards (TEKS). Teacher certification courses have been evaluated against state/national standards and examined against passing rate on certification tests; scholarships awarded to students will require follow-up to document which type of certification may lead to highest retention and most student success or whether type of certification makes any difference on these two factors.

Students taught in reformed and TxCETP touched courses has increased 125% over the life of the project.

Calibrated Peer Review, introduced to TAMU in 2002 by TxCETP has increased from 1 course to 25 courses in two years, affecting roughly 2000 students.

Level II funding at TAMU also supported the following innovative projects in course reform:

- "Inquiry Course Components On-Line"
- "Research Literature and Existing Programs to Incorporate Learner-Centered Pedagogy into the Large-enrollment Introductory Biology Courses"
- "A Multimedia/Interactive Approach to Teaching Fundamental concepts in Algebra"
- "Creation of Multimedia Tutorials on Using Graphing Calculators on TAKS"
- "College Introductory Biology Laboratory Curriculum Reform"

Course #	Course Title	Enrollment				
		2000	2001	2002	2003	2004
BIOL 213	Molecular and Cell Biology	-	-	134	121	122
BIOL 214	Genes, Ecology and Evolution	-	-	196	153	172
CHEM 102	Fundamentals of Chemistry II	-	-	-	221	235
MATH 367	Basic Concepts of Geometry	37	58	13	25	-
MATH 375	Intermediate Real Analysis	-	-	-	10	12
MATH 376	Intermediate Abstract Algebra	-	10	-	8	12
MATH 403	Mathematics and Technology	45	20	48	77	110
MICR 351	Fundamentals of Microbiology	420	242	225	221	234
TEFB 201	Self-Directed Experiences with Adolescents	-	-	44	80	101
WFSC 420	Ecology for Teachers	-	-	159	202	133
ZOOL 335	Invertebrate Zoology	-	-	36	30	-
Total		502	330	855	1148	1131

Source: NSF Data Reports

Additional courses that have been impacted can be found in Attachment I.

Vision Indicators	Percent of All Item Responses that were Always/Usually					
	Fall 2003		Spring 2004		Fall 2004	
	Student (n=158)	Instructor (n=6)	Student (n=59)	Instructor (n=2)	Student (n=136)	Instructor (n=6)
Course Design	82%	88%	77%	75%	67%	92%
Prior Knowledge	83%	80%	71%	70%	72%	80%
Instructional Strategies	74%	100%	70%	75%	69%	83%
Assessments	76%	100%	67%	67%	71%	94%
Problem Solving	69%	100%	52%	75%	61%	83%
Multiple Representations	82%	88%	72%	50%	72%	92%
Learning Environment	76%	83%	62%	67%	67%	78%
Books, Materials & Technology	77%	75%	46%	50%	57%	50%

Source: Fall, 2003 Course Surveys; Spring, 2004 Course Surveys; Fall, 2004 Course Surveys

GOAL 2: RECRUITMENT OF PRESERVICE TEACHERS

This section of the report describes the cumulative impact made to date in the area of Recruitment of more undergraduate students to STEM teaching. Specifically how this campus has been impacted by the TxCETP wide objectives:

- Use introductory courses and summer experiences to target freshmen and sophomore mathematics and science undergraduates for preservice teacher recruitment and retention.
- Use alternative certification and post-baccalaureate pathways for junior and senior mathematics and science majors who become interested in teaching careers.
- Recruit high school students from local districts, from the Texas and South Texas Rural Systemic Initiatives (TRSI and STRSI) districts, and from Regents' Initiative (TX A&M System Schools only) partner school districts to teaching careers.
- Recruit community college students with declared interest in STEM teaching careers, and facilitate their transfer to TxCETP campuses.

CUMULATIVE IMPACT OF TxCETP ON RECRUITMENT

The Campus Leadership Team, which includes College of Education, College of Science, CC partners and ISD representation, had been active in TxCETP activities.

TxCETP has brought teacher recruitment to the College of Science and increased students interest in the profession of teaching by over 1000%, through our pilot program called “Mathematics and Science Scholars (MASS)” designed to recruit the next generation of mathematics and science majors. Our enrollment in the Introduction to Teaching Class has grown from 0 in 2000 to over 100 in the fall of 2004.

Recruitment to science and mathematics teaching at TAMU has been carried out in collaboration with the College of Education through the Regents’ Initiative. Articulation agreements with Blinn College and Austin Community College for recruitment of preservice secondary teachers for mathematics and science continue to be supported by our programs.

GOAL 3: SUPPORT FOR PRESERVICE AND NOVICE TEACHERS

This section of the report describes the cumulative impact made to date in the area of Support for Preservice and Novice Teachers to increase retention and quality. Specifically how TxCETP has impacted this campus in the TxCETP wide objectives:

- Disseminate reformed courses for preservice mathematics and science students. Include emphasis to tie to Informal Science partners (e.g., Fort Worth Museum, Texas Parks and Wildlife, Texas State Aquarium)
- Use student chapters of NCTM, NSTA, scholarships (TxCETP and Noyce Scholars), and travel awards to conferences to support preservice mathematics and science teachers.
- Assist with placement, induction and sustained professional development to novice mathematics and science teachers.

CUMULATIVE IMPACT OF TxCETP ON SUPPORT FOR PRESERVICE AND NOVICE TEACHERS

Impact on Preservice Teachers/Academic Program Development:

The Math and Science Scholars (MASS) program was developed to recruit and prepare the best and brightest to become the next generation of Mathematics and Science educators. It impacts all mathematics and science teacher certification programs on campus, including 5 different colleges (Agriculture/Life Science, Education, Geoscience, Science, and Veterinary Medicine) and including traditional certification, post-baccalaureate and alternative certification.

MASS will touch all math/science students at TAMU passing through any certification program. It is a cohort-field based program, involving a K-12 mentor teacher component and a scholarship network. MASS is currently involving 25 K-12 teachers as mentors to the preservice students.

In the initial year of the MASS program, 2001-2002, at Texas A&M University, 37 freshmen registered for the introductory course. In the second year of the program, 2002-2003, 69 students registered for the program. In the third year of the program, 2003-2004, 80 students enrolled. The fall of 2004 represented the largest single class of recruits at 101 freshmen enrolled in and participating in the initial course in the MASS Program. Overall retention of students in teacher certification is roughly 75%.

An article on the MASS program as a teacher recruitment model has been accepted by the Journal of Science Teacher Education and will be published in 2005.

Other key curriculum changes have been the establishment of alternative certification and implementing field based courses in the science/math majors first semester; the traditional certification utilizes a cluster schedule, where a cohort of students moves through the program as a learning community.

The institutional commitment to changes in teacher preparation programs is evident in the hiring of a MASS Coordinator who also holds a faculty appointment in Education to teach the first field based course to math/science majors. The College of Science has also established an advising office for pre-service science students to assist students with their degree plans.

Scholarships:

Scholarship support has increased, initially through the TxCETP Scholarships which was used to leverage a \$500,000 ITS Noyce Supplement and \$36,000 annually from the Hach Foundation. Additionally several scholarships have been earmarked in the College for preservice students majoring in mathematics or science. Scholars have indicated that they are gaining valuable insights from their involvement with TxCETP. For example, one scholar wrote about her experience three semesters into a biology degree:

“One day . . . I caught a glimpse of one of the many fliers asking for (teaching) volunteers. I was placed in a third grade classroom with a woman whose love for teaching radiated in her every move. . . I could tell that she had made a difference in these children’s lives. Almost instantly after leaving that classroom that first day, I knew I wanted to be a teacher.”

Novice Teacher Support:

The preservice teacher preparation program (MASS) is entirely field based, promoting collaboration with local ISD’s and assisting with retention of local Master Teachers through stipends supported through our program that are above and beyond their current salaries.

TAMU hosts Advanced Placement conferences to support new teachers. Workshops at these conferences connect novice and experienced teachers for mentoring and support. In 2001, a TxCETP faculty member presented a session on inquiry and hands-on learning activities that impacted 26 teachers. TAMU hosted a one-day staff development conference for local math and science teachers during an in-service day in August for 2004, impacting over 150 participants.

Currently, TAMU partners with districts to provide staff development activities for teachers and administrators:

"Physical Science in the Elementary School" - Professional Development session for Bonham and Navarro Elementary Schools, Bryan ISD, Bryan, TX

"Technology for 'Real World' Mathematics and Physics Investigations" and "Preservice Middle School Teachers' Development of an Alternative Conception for Light Bulb Circuits"- The Southwest Association for the Education of Teachers of Science (SWAETS) Annual Conference - Southwestern University, Georgetown, TX

"Making Simple Motors" & "Homemade Spectroscopes" - Family Math and Science Night, SFA Middle School, Bryan, TX

"Making Simple Motors" & "Homemade Spectroscopes" - Family Math and Science Night, Johnson Elementary School, Bryan, TX

Online support for teachers:

"Video Analysis Investigations for Physics and Mathematics" - <http://www.science.tamu.edu/CMSE/videoanalysis/index.htm>

Level II funding at TAMU also supported the following projects with K-12 teachers:

- “Enhancing the Science Backgrounds of In-Service Elementary Teachers Using a Combination of Web-Based and Traditional Instructional Media”
- “Intensive Workshops for High School Science Teachers”
- “Creation of Multimedia Tutorials on Using Graphing Calculators on TAKS”

Evidence of National Impact

- Article accepted for publication to a national science education journal – “Math and Science Scholars (MASS) Program: A Model for the Recruitment and Retention of Preservice Mathematics and Science Teachers”
- Sharing model at state meetings and with NSF visiting teams
- Published articles in national science education journals:

"Using Video Analysis to Investigate the Conservation of Mechanical Energy,"

"Video Analysis: An Inexpensive Means to Bring Real World Applications of Functions and Graphing into All Levels of Secondary Mathematics,"

"Preservice Elementary Teachers' Development of an Alternative Conception for Light Bulb Circuits during an Unguided Inquiry Activity"

Table 9: TxCETP Scholars (L1), Student Awards (L2) and Noyce Scholars by Major												
Majors	2002				2003				2004			
	L1	L2	Noyce	Total	L1	L2	Noyce	Total	L1	L2	Noyce	Total
Elementary	0	0	0	0	0	0	0	0	0	0	0	0
Mathematics	2	0	0	2	6	0	0	6	8	1	0	9
Science	0	0	0	0	9	0	0	9	10	0	0	10
Mathematics/Science	2	0	0	2	5	0	0	5	7	0	0	7
Total	4	0	0	4	20	0	0	20	25	1	0	26

Source: TxCETP Scholarship Database

GOAL 4: MAKING SYSTEMIC REFORM CONNECTIONS

This section of the report describes the cumulative impact made to date in the area of Strengthening Systemic Reform Connections to maximize alignment and impact. Specifically how this campus has been impacted by the TxCETP wide objectives:

- Collaborate with STRIS/TRSI by involving mathematics and science specialists, and Teacher Partners in mentoring, lesson modeling, observations, workshops, etc. with TxCETP preservice and novice teachers.
- Collaborate with Texas Education Agency (TEA), State Board for Educator Certification (SBEC), and others to construct the new Texas Examinations of Educator Standards (TExES) to reflect standards-based instruction.
- Collaborate with Regents' Initiative (A&M Systems Schools) to coordinate activities with mathematics and science Academy members, campus recruiters, and data collection resources.

CUMULATIVE IMPACT OF TXCETP ON MAKING SYSTEMIC REFORM CONNECTIONS

The university is involved in a number of activities to strengthen systemic reform connections including the following:

- The Texas Engineering Experiment Station (TEES) Office of Development and Grantwriting developed collaborative-based proposals for the ITS Center, TELP, TSTQ, each developed in collaboration with NSF systemic initiatives (TRSI, the USIs and USPs).
- Regents Initiative for Excellence in Education (Department of Education).
- Information Technology in Science Center (ITS) for Teaching and Learning.
- Serve on state committees including the Texas Business and Education Coalition (TBEC), Texas Examinations for Master Teachers (TexMaT) Master Mathematics Teacher, Texas Examination for Educator Standards (TExES), Mathematics and Science Teachers in Texas, Texas Education Agency, Governor's Business Council, and Governor's Conference on Science, Technology & Mathematics Education.
- Provides leadership for the Texas Science Initiative through partnership with the Texas Education Agency in convening dissemination and feedback meetings statewide.
- TAMU-Lending Library of science materials available to educators through the Rural Systemic Initiative and the Southwest Educational Development Laboratory.
- Hosted the Texas Regional meeting of National Assessment of Educational Progress 2009 Science Framework in Austin in April 2005.

IV. STRATEGIES TO INSTITUTIONALIZE ACCOMPLISHMENTS

This section of the report describes plans for sustaining TxCETP accomplishments on this campus for each of the four goals: Course Reform, Recruitment of Students to STEM Teaching, Preservice Teacher and Novice Teacher Support and Systemic Reform Connections. In addition, plans to sustain other accomplishments on this campus as a result of involvement in the TxCETP initiative are reported.

PLANS FOR SUSTAINING COURSE REFORM

Calibrated Peer Review introduced at TAMU in 2002 continues to serve faculty and students at TAMU. Additionally training continues to be offered on campus to faculty wishing to use CPR. PreAP and AP institutes continue to be offered on campus impacting teaching and classrooms both at TAMU and local districts.

PLANS FOR SUSTAINING RECRUITMENT OF STUDENTS INTO STEM TEACHING

TAMU will continue seeking funds through private and public funding opportunities for the Math and Science Scholars Program. Deans discretionary funds will help support the program based on availability. The program will slowly remove incentives not impacting retention. TAMU will continue supporting articulation agreements with community colleges in recruiting future teachers.

PLANS FOR SUSTAINING PRESERVICE AND NOVICE TEACHER SUPPORT

The Center for Mathematics and Science Education will continue providing professional development for teachers through the AP summer institutes, USDA Future Scientists Program, the ITS Noyce Scholarship Program, and state contracts as submitted.

The Center has recently submitted a proposal for continued Noyce scholarships for our students.

The Center through TxCETP involvement has strengthened partnerships with local districts and will continue to respond to district needs. In addition the MASS program will continue partnering with local classrooms for the field-based component so integral to the future success of our students.

PLANS FOR SUSTAINING SYSTEMIC REFORM CONNECTIONS

TAMU will continue working with the state on the Texas Science Initiative. The Center will respond to the needs of science and mathematics educators in the state through the programs of the Center for Mathematics and Science Education.

PLANS FOR SUSTAINING OTHER TXCETP-RELATED ACCOMPLISHMENTS

Collaborations developed through TxCETP will continue to be supported through the Center for Mathematics and Science Education. We will continue to draw on experiences with TxCETP in future projects and relationships.

Attachment I

The following courses were impacted through faculty participation in a CPR workshop this program year.

TAMU – College Station		
Course #	Course Title	Enrollment 2004
BICH 414	Biochemical Tech I	60
BIOL 112	Introductory Biology II	242
BIOL 214	Genes Ecology Evolution	260
BIOL 413	Cell Biology	64
BOTN 328	Plants and People	57
CHEM 101	Fund of Chemistry I	276
CHEM 102	Fund of Chemistry II	235
MATH 171	Analytic Geometry & Calculus	73
MATH 220	Fund of Discrete Math	48
MICR 351	Fund of Microbiology	234
PHYS 201	College Physics	196
PHYS 202	College Physics	242
PHYS 218	Mechanics	--
PHYS 425	Physics Laboratory	11
POSC/NUTR 650	Nutrition and Metabolism of Minerals	7
TEFB 416	Middle & Secondary School Physical Activities	--
ZOOL 388	Principles of Animal Physiology	36
TAMU – Kingsville		
Biology	Biology	--
	Total	2041