

**As Introduced**

**132nd General Assembly**

**Regular Session**

**2017-2018**

**H. B. No. 108**

**Representatives Hagan, McColley**

**Cosponsors: Representatives Antani, Young, O'Brien, Brenner, Vitale, Goodman**

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**A BILL**

To amend sections 3301.079 and 3313.603 and to 1  
enact section 3333.89 of the Revised Code to 2  
require one-half unit of financial literacy in 3  
the high school curriculum, to require the 4  
Chancellor of Higher Education to prepare an 5  
informed student document for each institution 6  
of higher education, to require the State Board 7  
of Education to include information on the 8  
informed student document in the standards and 9  
model curricula it creates for financial 10  
literacy and entrepreneurship, and to entitle 11  
the act the "Informed Student Document Act." 12

**BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF OHIO:**

**Section 1.** That sections 3301.079 and 3313.603 be amended 13  
and section 3333.89 of the Revised Code be enacted to read as 14  
follows: 15

**Sec. 3301.079.** (A) (1) The state board of education 16  
periodically shall adopt statewide academic standards with 17  
emphasis on coherence, focus, and essential knowledge and that 18

are more challenging and demanding when compared to 19  
international standards for each of grades kindergarten through 20  
twelve in English language arts, mathematics, science, and 21  
social studies. 22

(a) The state board shall ensure that the standards do all 23  
of the following: 24

(i) Include the essential academic content and skills that 25  
students are expected to know and be able to do at each grade 26  
level that will allow each student to be prepared for 27  
postsecondary instruction and the workplace for success in the 28  
twenty-first century; 29

(ii) Include the development of skill sets that promote 30  
information, media, and technological literacy; 31

(iii) Include interdisciplinary, project-based, real-world 32  
learning opportunities; 33

(iv) Instill life-long learning by providing essential 34  
knowledge and skills based in the liberal arts tradition, as 35  
well as science, technology, engineering, mathematics, and 36  
career-technical education; 37

(v) Be clearly written, transparent, and understandable by 38  
parents, educators, and the general public. 39

(b) Not later than July 1, 2012, the state board shall 40  
incorporate into the social studies standards for grades four to 41  
twelve academic content regarding the original texts of the 42  
Declaration of Independence, the Northwest Ordinance, the 43  
Constitution of the United States and its amendments, with 44  
emphasis on the Bill of Rights, and the Ohio Constitution, and 45  
their original context. The state board shall revise the model 46  
curricula and achievement assessments adopted under divisions 47

(B) and (C) of this section as necessary to reflect the 48  
additional American history and American government content. The 49  
state board shall make available a list of suggested grade- 50  
appropriate supplemental readings that place the documents 51  
prescribed by this division in their historical context, which 52  
teachers may use as a resource to assist students in reading the 53  
documents within that context. 54

(c) When the state board adopts or revises academic 55  
content standards in social studies, American history, American 56  
government, or science under division (A) (1) of this section, 57  
the state board shall develop such standards independently and 58  
not as part of a multistate consortium. 59

(2) After completing the standards required by division 60  
(A) (1) of this section, the state board shall adopt standards 61  
and model curricula for instruction in technology, financial 62  
literacy and entrepreneurship, fine arts, and foreign language 63  
for grades kindergarten through twelve. The standards shall meet 64  
the same requirements prescribed in division (A) (1) (a) of this 65  
section. The state board shall include in the standards and 66  
model curricula for financial literacy and entrepreneurship 67  
information and instruction on the informed student document 68  
created under section 3333.89 of the Revised Code. 69

(3) The state board shall adopt the most recent standards 70  
developed by the national association for sport and physical 71  
education for physical education in grades kindergarten through 72  
twelve or shall adopt its own standards for physical education 73  
in those grades and revise and update them periodically. 74

The department of education shall employ a full-time 75  
physical education coordinator to provide guidance and technical 76  
assistance to districts, community schools, and STEM schools in 77

implementing the physical education standards adopted under this 78  
division. The superintendent of public instruction shall 79  
determine that the person employed as coordinator is qualified 80  
for the position, as demonstrated by possessing an adequate 81  
combination of education, license, and experience. 82

(4) When academic standards have been completed for any 83  
subject area required by this section, the state board shall 84  
inform all school districts, all community schools established 85  
under Chapter 3314. of the Revised Code, all STEM schools 86  
established under Chapter 3326. of the Revised Code, and all 87  
nonpublic schools required to administer the assessments 88  
prescribed by sections 3301.0710 and 3301.0712 of the Revised 89  
Code of the content of those standards. Additionally, upon 90  
completion of any academic standards under this section, the 91  
department shall post those standards on the department's web 92  
site. 93

(B) (1) The state board shall adopt a model curriculum for 94  
instruction in each subject area for which updated academic 95  
standards are required by division (A) (1) of this section and 96  
for each of grades kindergarten through twelve that is 97  
sufficient to meet the needs of students in every community. The 98  
model curriculum shall be aligned with the standards, to ensure 99  
that the academic content and skills specified for each grade 100  
level are taught to students, and shall demonstrate vertical 101  
articulation and emphasize coherence, focus, and rigor. When any 102  
model curriculum has been completed, the state board shall 103  
inform all school districts, community schools, and STEM schools 104  
of the content of that model curriculum. 105

(2) Not later than June 30, 2013, the state board, in 106  
consultation with any office housed in the governor's office 107

that deals with workforce development, shall adopt model 108  
curricula for grades kindergarten through twelve that embed 109  
career connection learning strategies into regular classroom 110  
instruction. 111

(3) All school districts, community schools, and STEM 112  
schools may utilize the state standards and the model curriculum 113  
established by the state board, together with other relevant 114  
resources, examples, or models to ensure that students have the 115  
opportunity to attain the academic standards. Upon request, the 116  
department shall provide technical assistance to any district, 117  
community school, or STEM school in implementing the model 118  
curriculum. 119

Nothing in this section requires any school district to 120  
utilize all or any part of a model curriculum developed under 121  
this section. 122

(C) The state board shall develop achievement assessments 123  
aligned with the academic standards and model curriculum for 124  
each of the subject areas and grade levels required by divisions 125  
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 126

When any achievement assessment has been completed, the 127  
state board shall inform all school districts, community 128  
schools, STEM schools, and nonpublic schools required to 129  
administer the assessment of its completion, and the department 130  
shall make the achievement assessment available to the districts 131  
and schools. 132

(D) (1) The state board shall adopt a diagnostic assessment 133  
aligned with the academic standards and model curriculum for 134  
each of grades kindergarten through two in reading, writing, and 135  
mathematics and for grade three in reading and writing. The 136

diagnostic assessment shall be designed to measure student 137  
comprehension of academic content and mastery of related skills 138  
for the relevant subject area and grade level. Any diagnostic 139  
assessment shall not include components to identify gifted 140  
students. Blank copies of diagnostic assessments shall be public 141  
records. 142

(2) When each diagnostic assessment has been completed, 143  
the state board shall inform all school districts of its 144  
completion and the department shall make the diagnostic 145  
assessment available to the districts at no cost to the 146  
district. 147

(3) School districts shall administer the diagnostic 148  
assessment pursuant to section 3301.0715 of the Revised Code 149  
beginning the first school year following the development of the 150  
assessment. 151

However, beginning with the 2017-2018 school year, both of 152  
the following shall apply: 153

(a) In the case of the diagnostic assessments for grades 154  
one or two in writing or mathematics or for grade three in 155  
writing, a school district shall not be required to administer 156  
any such assessment, but may do so at the discretion of the 157  
district board; 158

(b) In the case of any diagnostic assessment that is not 159  
for the grade levels and subject areas specified in division (D) 160  
(3)(a) of this section, each school district shall administer 161  
the assessment in the manner prescribed by section 3301.0715 of 162  
the Revised Code. 163

(E) The state board shall not adopt a diagnostic or 164  
achievement assessment for any grade level or subject area other 165

than those specified in this section. 166

(F) Whenever the state board or the department consults 167  
with persons for the purpose of drafting or reviewing any 168  
standards, diagnostic assessments, achievement assessments, or 169  
model curriculum required under this section, the state board or 170  
the department shall first consult with parents of students in 171  
kindergarten through twelfth grade and with active Ohio 172  
classroom teachers, other school personnel, and administrators 173  
with expertise in the appropriate subject area. Whenever 174  
practicable, the state board and department shall consult with 175  
teachers recognized as outstanding in their fields. 176

If the department contracts with more than one outside 177  
entity for the development of the achievement assessments 178  
required by this section, the department shall ensure the 179  
interchangeability of those assessments. 180

(G) Whenever the state board adopts standards or model 181  
curricula under this section, the department also shall provide 182  
information on the use of blended or digital learning in the 183  
delivery of the standards or curricula to students in accordance 184  
with division (A) (4) of this section. 185

(H) The fairness sensitivity review committee, established 186  
by rule of the state board of education, shall not allow any 187  
question on any achievement or diagnostic assessment developed 188  
under this section or any proficiency test prescribed by former 189  
section 3301.0710 of the Revised Code, as it existed prior to 190  
September 11, 2001, to include, be written to promote, or 191  
inquire as to individual moral or social values or beliefs. The 192  
decision of the committee shall be final. This section does not 193  
create a private cause of action. 194

(I) (1) (a) The English language arts academic standards review committee is hereby created to review academic content standards in the subject of English language arts. The committee shall consist of the following members:

(i) Three experts who are residents of this state and who primarily conduct research, provide instruction, currently work in, or possess an advanced degree in the subject area. One expert shall be appointed by each of the president of the senate, the speaker of the house of representatives, and the governor;

(ii) One parent or guardian appointed by the president of the senate;

(iii) One educator who is currently teaching in a classroom, appointed by the speaker of the house of representatives;

(iv) The chancellor of ~~the Ohio board of regents~~higher education, or the chancellor's designee;

(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.

(b) The mathematics academic standards review committee is hereby created to review academic content standards in the subject of mathematics. The committee shall consist of the following members:

(i) Three experts who are residents of this state and who primarily conduct research, provide instruction, currently work in, or possess an advanced degree in the subject area. One expert shall be appointed by each of the president of the senate, the speaker of the house of representatives, and the governor;



(ii) One parent or guardian appointed by the speaker of the house of representatives;	224 225
(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;	226 227
(iv) The chancellor, or the chancellor's designee;	228
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	229 230
(c) The science academic standards review committee is hereby created to review academic content standards in the subject of science. The committee shall consist of the following members:	231 232 233 234
(i) Three experts who are residents of this state and who primarily conduct research, provide instruction, currently work in, or possess an advanced degree in the subject area. One expert shall be appointed by each of the president of the senate, the speaker of the house of representatives, and the governor;	235 236 237 238 239 240
(ii) One parent or guardian appointed by the president of the senate;	241 242
(iii) One educator who is currently teaching in a classroom, appointed by the speaker of the house of representatives;	243 244 245
(iv) The chancellor, or the chancellor's designee;	246
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	247 248
(d) The social studies academic standards review committee is hereby created to review academic content standards in the	249 250

subject of social studies. The committee shall consist of the 251  
following members: 252

(i) Three experts who are residents of this state and who 253  
primarily conduct research, provide instruction, currently work 254  
in, or possess an advanced degree in the subject area. One 255  
expert shall be appointed by each of the president of the 256  
senate, the speaker of the house of representatives, and the 257  
governor; 258

(ii) One parent or guardian appointed by the speaker of 259  
the house of representatives; 260

(iii) One educator who is currently teaching in a 261  
classroom, appointed by the president of the senate; 262

(iv) The chancellor, or the chancellor's designee; 263

(v) The state superintendent, or the superintendent's 264  
designee, who shall serve as the chairperson of the committee. 265

(2) (a) Each committee created in division (I) (1) of this 266  
section shall review the academic content standards for its 267  
respective subject area to ensure that such standards are clear, 268  
concise, and appropriate for each grade level and promote higher 269  
student performance, learning, subject matter comprehension, and 270  
improved student achievement. Each committee also shall review 271  
whether the standards for its respective subject area promote 272  
essential knowledge in the subject, lifelong learning, the 273  
liberal arts tradition, and college and career readiness and 274  
whether the standards reduce remediation. 275

(b) Each committee shall determine whether the assessments 276  
submitted to that committee under division (I) (4) of this 277  
section are appropriate for the committee's respective subject 278  
area and meet the academic content standards adopted under this 279

section and community expectations.	280
(3) The department of education shall provide	281
administrative support for each committee created in division	282
(I) (1) of this section. Members of each committee shall be	283
reimbursed for reasonable and necessary expenses related to the	284
operations of the committee. Members of each committee shall	285
serve at the pleasure of the appointing authority.	286
(4) Notwithstanding anything to the contrary in division	287
(O) of section 3301.0711 of the Revised Code, the department	288
shall submit to the appropriate committee created under division	289
(I) (1) of this section copies of the questions and corresponding	290
answers on the relevant assessments required by section	291
3301.0710 of the Revised Code on the first day of July following	292
the school year that the assessments were administered. The	293
department shall provide each committee with the entire content	294
of each relevant assessment, including corresponding answers.	295
The assessments received by the committees are not public	296
records of the committees and are not subject to release by the	297
committees to any other person or entity under section 149.43 of	298
the Revised Code. However, the assessments shall become public	299
records in accordance with division (O) of section 3301.0711 of	300
the Revised Code.	301
(J) Not later than sixty days prior to the adoption by the	302
state board of updated academic standards under division (A) (1)	303
of this section or updated model curricula under division (B) (1)	304
of this section, the superintendent of public instruction shall	305
present the academic standards or model curricula, as	306
applicable, in person at a public hearing of the respective	307
committees of the house of representatives and senate that	308
consider education legislation.	309

(K) As used in this section:	310
(1) "Blended learning" means the delivery of instruction in a combination of time in a supervised physical location away from home and online delivery whereby the student has some element of control over time, place, path, or pace of learning.	311 312 313 314
(2) "Coherence" means a reflection of the structure of the discipline being taught.	315 316
(3) "Digital learning" means learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning.	317 318 319
(4) "Focus" means limiting the number of items included in a curriculum to allow for deeper exploration of the subject matter.	320 321 322
(5) "Vertical articulation" means key academic concepts and skills associated with mastery in particular content areas should be articulated and reinforced in a developmentally appropriate manner at each grade level so that over time students acquire a depth of knowledge and understanding in the core academic disciplines.	323 324 325 326 327 328
<b>Sec. 3313.603.</b> (A) As used in this section:	329
(1) "One unit" means a minimum of one hundred twenty hours of course instruction, except that for a laboratory course, "one unit" means a minimum of one hundred fifty hours of course instruction.	330 331 332 333
(2) "One-half unit" means a minimum of sixty hours of course instruction, except that for physical education courses, "one-half unit" means a minimum of one hundred twenty hours of course instruction.	334 335 336 337

(B) Beginning September 15, 2001, except as required in	338
division (C) of this section and division (C) of section	339
3313.614 of the Revised Code, the requirements for graduation	340
from every high school shall include twenty units earned in	341
grades nine through twelve and shall be distributed as follows:	342
(1) English language arts, four units;	343
(2) Health, one-half unit;	344
(3) Mathematics, three units;	345
(4) Physical education, one-half unit;	346
(5) Science, two units until September 15, 2003, and three	347
units thereafter, which at all times shall include both of the	348
following:	349
(a) Biological sciences, one unit;	350
(b) Physical sciences, one unit.	351
(6) History and government, one unit, which shall comply	352
with division (M) of this section and shall include both of the	353
following:	354
(a) American history, one-half unit;	355
(b) American government, one-half unit.	356
(7) Social studies, two units.	357
Beginning with students who enter ninth grade for the	358
first time on or after July 1, 2017, the two units of	359
instruction prescribed by division (B) (7) of this section shall	360
include at least one-half unit of instruction in the study of	361
world history and civilizations.	362
(8) Elective units, seven units until September 15, 2003,	363

and six units thereafter.	364
Each student's electives shall include at least one unit,	365
or two half units, chosen from among the areas of	366
business/technology, fine arts, and/or foreign language.	367
(C) Beginning with students who enter ninth grade for the	368
first time on or after July 1, 2010, except as provided in	369
divisions (D) to (F) of this section, the requirements for	370
graduation from every public and chartered nonpublic high school	371
shall include twenty units that are designed to prepare students	372
for the workforce and college. The units shall be distributed as	373
follows:	374
(1) English language arts, four units;	375
(2) Health, one-half unit, which shall include instruction	376
in nutrition and the benefits of nutritious foods and physical	377
activity for overall health;	378
(3) Mathematics, four units, which shall include one unit	379
of algebra II or the equivalent of algebra II. However, students	380
who enter ninth grade for the first time on or after July 1,	381
2015, and who are pursuing a career-technical instructional	382
track shall not be required to take algebra II, and instead may	383
complete a career-based pathway mathematics course approved by	384
the department of education as an alternative.	385
(4) Physical education, one-half unit;	386
(5) Science, three units with inquiry-based laboratory	387
experience that engages students in asking valid scientific	388
questions and gathering and analyzing information, which shall	389
include the following, or their equivalent:	390
(a) Physical sciences, one unit;	391

(b) Life sciences, one unit;	392
(c) Advanced study in one or more of the following sciences, one unit:	393 394
(i) Chemistry, physics, or other physical science;	395
(ii) Advanced biology or other life science;	396
(iii) Astronomy, physical geology, or other earth or space science.	397 398
(6) History and government, one unit, which shall comply with division (M) of this section and shall include both of the following:	399 400 401
(a) American history, one-half unit;	402
(b) American government, one-half unit.	403
(7) Social studies, two units.	404
<del>Each school shall integrate the study of economics and financial literacy, as expressed in the social studies academic content standards adopted by the state board of education under division (A) (1) of section 3301.079 of the Revised Code and the academic content standards for financial literacy and entrepreneurship adopted under division (A) (2) of that section, into one or more existing social studies credits required under division (C) (7) of this section, or into the content of another class, so that every high school student receives instruction in these concepts. In developing the curriculum required by this paragraph, schools shall use available public private partnerships and resources and materials that exist in business, industry, and through the centers for economics education at institutions of higher education in the state.</del>	405 406 407 408 409 410 411 412 413 414 415 416 417 418

Beginning with students who enter ninth grade for the 419  
first time on or after July 1, 2017, the two units of 420  
instruction prescribed by division (C) (7) of this section shall 421  
include at least one-half unit of instruction in the study of 422  
world history and civilizations. 423

The two units of instruction prescribed by division (C) (7) 424  
of this section may include one-half unit of instruction in the 425  
study of financial literacy as provided by division (C) (9) of 426  
this section, if a school district elects to do so. 427

(8) Five units consisting of one or any combination of 428  
foreign language, fine arts, business, career-technical 429  
education, family and consumer sciences, technology, 430  
agricultural education, a junior reserve officer training corps 431  
(JROTC) program approved by the congress of the United States 432  
under title 10 of the United States Code, or English language 433  
arts, mathematics, science, or social studies courses not 434  
otherwise required under division (C) of this section. 435

The five units of instruction prescribed by division (C) 436  
(8) of this section may include one-half unit of instruction in 437  
the study of financial literacy as provided by division (C) (9) 438  
of this section, if a school district elects to do so. 439

(9) Beginning with students who enter ninth grade for the 440  
first time on or after July 1, 2018, one-half unit of 441  
instruction in the study of financial literacy. 442

This requirement shall be satisfied by completing one-half 443  
unit of financial literacy instruction as part of the two 444  
required units of instruction in social studies under division 445  
(C) (7) of this section or as part of the five required units of 446  
instruction prescribed by division (C) (8) of this section, as 447



determined by each school district. 448

The study of financial literacy shall be as expressed in 449  
the academic content standards for financial literacy adopted 450  
under division (A) (2) of section 3301.079 of the Revised Code. 451  
The study of financial literacy shall include both of the 452  
following: 453

(a) A review of the information contained in the informed 454  
student documents prescribed by section 3333.89 of the Revised 455  
Code and emphasize personal finance, the concepts of credit, 456  
debt, and investments, and sound money management. 457

(b) Instruction on calculating interest and compound 458  
interest on loans and exposure to federal financial aid forms, 459  
such as the free application for federal student aid (FAFSA). 460

In developing the curriculum required by division (C) (9) 461  
of this section, schools shall use available public-private 462  
partnerships and resources and materials that exist in business, 463  
industry, and through the centers for economics education at 464  
institutions of higher education in the state. 465

Notwithstanding anything to the contrary in the Revised 466  
Code or in rules adopted by the state board, an individual who 467  
holds a valid educator license issued by the state board to 468  
teach social studies, business education, or consumer and family 469  
sciences may teach the study of financial literacy as required 470  
by division (C) (9) of this section. 471

Ohioans must be prepared to apply increased knowledge and 472  
skills in the workplace and to adapt their knowledge and skills 473  
quickly to meet the rapidly changing conditions of the twenty- 474  
first century. National studies indicate that all high school 475  
graduates need the same academic foundation, regardless of the 476

opportunities they pursue after graduation. The goal of Ohio's 477  
system of elementary and secondary education is to prepare all 478  
students for and seamlessly connect all students to success in 479  
life beyond high school graduation, regardless of whether the 480  
next step is entering the workforce, beginning an 481  
apprenticeship, engaging in post-secondary training, serving in 482  
the military, or pursuing a college degree. 483

The requirements for graduation prescribed in division (C) 484  
of this section are the standard expectation for all students 485  
entering ninth grade for the first time at a public or chartered 486  
nonpublic high school on or after July 1, 2010. A student may 487  
satisfy this expectation through a variety of methods, 488  
including, but not limited to, integrated, applied, career- 489  
technical, and traditional coursework. 490

Whereas teacher quality is essential for student success 491  
when completing the requirements for graduation, the general 492  
assembly shall appropriate funds for strategic initiatives 493  
designed to strengthen schools' capacities to hire and retain 494  
highly qualified teachers in the subject areas required by the 495  
curriculum. Such initiatives are expected to require an 496  
investment of \$120,000,000 over five years. 497

Stronger coordination between high schools and 498  
institutions of higher education is necessary to prepare 499  
students for more challenging academic endeavors and to lessen 500  
the need for academic remediation in college, thereby reducing 501  
the costs of higher education for Ohio's students, families, and 502  
the state. The state board and the chancellor of higher 503  
education shall develop policies to ensure that only in rare 504  
instances will students who complete the requirements for 505  
graduation prescribed in division (C) of this section require 506

academic remediation after high school. 507

School districts, community schools, and chartered 508  
nonpublic schools shall integrate technology into learning 509  
experiences across the curriculum in order to maximize 510  
efficiency, enhance learning, and prepare students for success 511  
in the technology-driven twenty-first century. Districts and 512  
schools shall use distance and web-based course delivery as a 513  
method of providing or augmenting all instruction required under 514  
this division, including laboratory experience in science. 515  
Districts and schools shall utilize technology access and 516  
electronic learning opportunities provided by the broadcast 517  
educational media commission, chancellor, the Ohio learning 518  
network, education technology centers, public television 519  
stations, and other public and private providers. 520

(D) Except as provided in division (E) of this section, a 521  
student who enters ninth grade on or after July 1, 2010, and 522  
before July 1, 2016, may qualify for graduation from a public or 523  
chartered nonpublic high school even though the student has not 524  
completed the requirements for graduation prescribed in division 525  
(C) of this section if all of the following conditions are 526  
satisfied: 527

(1) During the student's third year of attending high 528  
school, as determined by the school, the student and the 529  
student's parent, guardian, or custodian sign and file with the 530  
school a written statement asserting the parent's, guardian's, 531  
or custodian's consent to the student's graduating without 532  
completing the requirements for graduation prescribed in 533  
division (C) of this section and acknowledging that one 534  
consequence of not completing those requirements is 535  
ineligibility to enroll in most state universities in Ohio 536

without further coursework.	537
(2) The student and parent, guardian, or custodian fulfill any procedural requirements the school stipulates to ensure the student's and parent's, guardian's, or custodian's informed consent and to facilitate orderly filing of statements under division (D) (1) of this section. Annually, each district or school shall notify the department of the number of students who choose to qualify for graduation under division (D) of this section and the number of students who complete the student's success plan and graduate from high school.	538 539 540 541 542 543 544 545 546
(3) The student and the student's parent, guardian, or custodian and a representative of the student's high school jointly develop a student success plan for the student in the manner described in division (C) (1) of section 3313.6020 of the Revised Code that specifies the student matriculating to a two-year degree program, acquiring a business and industry-recognized credential, or entering an apprenticeship.	547 548 549 550 551 552 553
(4) The student's high school provides counseling and support for the student related to the plan developed under division (D) (3) of this section during the remainder of the student's high school experience.	554 555 556 557
(5) (a) Except as provided in division (D) (5) (b) of this section, the student successfully completes, at a minimum, the curriculum prescribed in division (B) of this section.	558 559 560
(b) Beginning with students who enter ninth grade for the first time on or after July 1, 2014, a student shall be required to complete successfully, at the minimum, the curriculum prescribed in division (B) of this section, except as follows:	561 562 563 564
(i) Mathematics, four units, one unit which shall be one	565

of the following:	566
(I) Probability and statistics;	567
(II) Computer programming;	568
(III) Applied mathematics or quantitative reasoning;	569
(IV) Any other course approved by the department using standards established by the superintendent not later than October 1, 2014.	570 571 572
(ii) Elective units, five units;	573
(iii) Science, three units as prescribed by division (B) of this section which shall include inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information.	574 575 576 577
The department, in collaboration with the chancellor, shall analyze student performance data to determine if there are mitigating factors that warrant extending the exception permitted by division (D) of this section to high school classes beyond those entering ninth grade before July 1, 2016. The department shall submit its findings and any recommendations not later than December 1, 2015, to the speaker and minority leader of the house of representatives, the president and minority leader of the senate, the chairpersons and ranking minority members of the standing committees of the house of representatives and the senate that consider education legislation, the state board of education, and the superintendent of public instruction.	578 579 580 581 582 583 584 585 586 587 588 589 590
(E) Each school district and chartered nonpublic school retains the authority to require an even more challenging minimum curriculum for high school graduation than specified in	591 592 593

division (B) or (C) of this section. A school district board of education, through the adoption of a resolution, or the governing authority of a chartered nonpublic school may stipulate any of the following:

(1) A minimum high school curriculum that requires more than twenty units of academic credit to graduate;

(2) An exception to the district's or school's minimum high school curriculum that is comparable to the exception provided in division (D) of this section but with additional requirements, which may include a requirement that the student successfully complete more than the minimum curriculum prescribed in division (B) of this section;

(3) That no exception comparable to that provided in division (D) of this section is available.

(F) A student enrolled in a dropout prevention and recovery program, which program has received a waiver from the department, may qualify for graduation from high school by successfully completing a competency-based instructional program administered by the dropout prevention and recovery program in lieu of completing the requirements for graduation prescribed in division (C) of this section. The department shall grant a waiver to a dropout prevention and recovery program, within sixty days after the program applies for the waiver, if the program meets all of the following conditions:

(1) The program serves only students not younger than sixteen years of age and not older than twenty-one years of age.

(2) The program enrolls students who, at the time of their initial enrollment, either, or both, are at least one grade level behind their cohort age groups or experience crises that

significantly interfere with their academic progress such that 623  
they are prevented from continuing their traditional programs. 624

(3) The program requires students to attain at least the 625  
applicable score designated for each of the assessments 626  
prescribed under division (B) (1) of section 3301.0710 of the 627  
Revised Code or, to the extent prescribed by rule of the state 628  
board under division (D) (5) of section 3301.0712 of the Revised 629  
Code, division (B) (2) of that section. 630

(4) The program develops a student success plan for the 631  
student in the manner described in division (C) (1) of section 632  
3313.6020 of the Revised Code that specifies the student's 633  
matriculating to a two-year degree program, acquiring a business 634  
and industry-recognized credential, or entering an 635  
apprenticeship. 636

(5) The program provides counseling and support for the 637  
student related to the plan developed under division (F) (4) of 638  
this section during the remainder of the student's high school 639  
experience. 640

(6) The program requires the student and the student's 641  
parent, guardian, or custodian to sign and file, in accordance 642  
with procedural requirements stipulated by the program, a 643  
written statement asserting the parent's, guardian's, or 644  
custodian's consent to the student's graduating without 645  
completing the requirements for graduation prescribed in 646  
division (C) of this section and acknowledging that one 647  
consequence of not completing those requirements is 648  
ineligibility to enroll in most state universities in Ohio 649  
without further coursework. 650

(7) Prior to receiving the waiver, the program has 651

submitted to the department an instructional plan that 652  
demonstrates how the academic content standards adopted by the 653  
state board under section 3301.079 of the Revised Code will be 654  
taught and assessed. 655

(8) Prior to receiving the waiver, the program has 656  
submitted to the department a policy on career advising that 657  
satisfies the requirements of section 3313.6020 of the Revised 658  
Code, with an emphasis on how every student will receive career 659  
advising. 660

(9) Prior to receiving the waiver, the program has 661  
submitted to the department a written agreement outlining the 662  
future cooperation between the program and any combination of 663  
local job training, postsecondary education, nonprofit, and 664  
health and social service organizations to provide services for 665  
students in the program and their families. 666

Divisions (F) (8) and (9) of this section apply only to 667  
waivers granted on or after July 1, 2015. 668

If the department does not act either to grant the waiver 669  
or to reject the program application for the waiver within sixty 670  
days as required under this section, the waiver shall be 671  
considered to be granted. 672

(G) Every high school may permit students below the ninth 673  
grade to take advanced work. If a high school so permits, it 674  
shall award high school credit for successful completion of the 675  
advanced work and shall count such advanced work toward the 676  
graduation requirements of division (B) or (C) of this section 677  
if the advanced work was both: 678

(1) Taught by a person who possesses a license or 679  
certificate issued under section 3301.071, 3319.22, or 3319.222 680



of the Revised Code that is valid for teaching high school; 681

(2) Designated by the board of education of the city, 682  
local, or exempted village school district, the board of the 683  
cooperative education school district, or the governing 684  
authority of the chartered nonpublic school as meeting the high 685  
school curriculum requirements. 686

Each high school shall record on the student's high school 687  
transcript all high school credit awarded under division (G) of 688  
this section. In addition, if the student completed a seventh- 689  
or eighth-grade fine arts course described in division (K) of 690  
this section and the course qualified for high school credit 691  
under that division, the high school shall record that course on 692  
the student's high school transcript. 693

(H) The department shall make its individual academic 694  
career plan available through its Ohio career information system 695  
web site for districts and schools to use as a tool for 696  
communicating with and providing guidance to students and 697  
families in selecting high school courses. 698

(I) Units earned in English language arts, mathematics, 699  
science, and social studies that are delivered through 700  
integrated academic and career-technical instruction are 701  
eligible to meet the graduation requirements of division (B) or 702  
(C) of this section. 703

(J) (1) The state board, in consultation with the 704  
chancellor, shall adopt a statewide plan implementing methods 705  
for students to earn units of high school credit based on a 706  
demonstration of subject area competency, instead of or in 707  
combination with completing hours of classroom instruction. The 708  
state board shall adopt the plan not later than March 31, 2009, 709

and commence phasing in the plan during the 2009-2010 school 710  
year. The plan shall include a standard method for recording 711  
demonstrated proficiency on high school transcripts. Each school 712  
district and community school shall comply with the state 713  
board's plan adopted under this division and award units of high 714  
school credit in accordance with the plan. The state board may 715  
adopt existing methods for earning high school credit based on a 716  
demonstration of subject area competency as necessary prior to 717  
the 2009-2010 school year. 718

(2) Not later than December 31, 2015, the state board 719  
shall update the statewide plan adopted pursuant to division (J) 720  
(1) of this section to also include methods for students 721  
enrolled in seventh and eighth grade to meet curriculum 722  
requirements based on a demonstration of subject area 723  
competency, instead of or in combination with completing hours 724  
of classroom instruction. Beginning with the 2017-2018 school 725  
year, each school district and community school also shall 726  
comply with the updated plan adopted pursuant to this division 727  
and permit students enrolled in seventh and eighth grade to meet 728  
curriculum requirements based on subject area competency in 729  
accordance with the plan. 730

(K) This division does not apply to students who qualify 731  
for graduation from high school under division (D) or (F) of 732  
this section, or to students pursuing a career-technical 733  
instructional track as determined by the school district board 734  
of education or the chartered nonpublic school's governing 735  
authority. Nevertheless, the general assembly encourages such 736  
students to consider enrolling in a fine arts course as an 737  
elective. 738

Beginning with students who enter ninth grade for the 739

first time on or after July 1, 2010, each student enrolled in a 740  
public or chartered nonpublic high school shall complete two 741  
semesters or the equivalent of fine arts to graduate from high 742  
school. The coursework may be completed in any of grades seven 743  
to twelve. Each student who completes a fine arts course in 744  
grade seven or eight may elect to count that course toward the 745  
five units of electives required for graduation under division 746  
(C) (8) of this section, if the course satisfied the requirements 747  
of division (G) of this section. In that case, the high school 748  
shall award the student high school credit for the course and 749  
count the course toward the five units required under division 750  
(C) (8) of this section. If the course in grade seven or eight 751  
did not satisfy the requirements of division (G) of this 752  
section, the high school shall not award the student high school 753  
credit for the course but shall count the course toward the two 754  
semesters or the equivalent of fine arts required by this 755  
division. 756

(L) Notwithstanding anything to the contrary in this 757  
section, the board of education of each school district and the 758  
governing authority of each chartered nonpublic school may adopt 759  
a policy to excuse from the high school physical education 760  
requirement each student who, during high school, has 761  
participated in interscholastic athletics, marching band, or 762  
cheerleading for at least two full seasons or in the junior 763  
reserve officer training corps for at least two full school 764  
years. If the board or authority adopts such a policy, the board 765  
or authority shall not require the student to complete any 766  
physical education course as a condition to graduate. However, 767  
the student shall be required to complete one-half unit, 768  
consisting of at least sixty hours of instruction, in another 769  
course of study. In the case of a student who has participated 770

in the junior reserve officer training corps for at least two 771  
full school years, credit received for that participation may be 772  
used to satisfy the requirement to complete one-half unit in 773  
another course of study. 774

(M) It is important that high school students learn and 775  
understand United States history and the governments of both the 776  
United States and the state of Ohio. Therefore, beginning with 777  
students who enter ninth grade for the first time on or after 778  
July 1, 2012, the study of American history and American 779  
government required by divisions (B) (6) and (C) (6) of this 780  
section shall include the study of all of the following 781  
documents: 782

(1) The Declaration of Independence; 783

(2) The Northwest Ordinance; 784

(3) The Constitution of the United States with emphasis on 785  
the Bill of Rights; 786

(4) The Ohio Constitution. 787

The study of each of the documents prescribed in divisions 788  
(M) (1) to (4) of this section shall include study of that 789  
document in its original context. 790

The study of American history and government required by 791  
divisions (B) (6) and (C) (6) of this section shall include the 792  
historical evidence of the role of documents such as the 793  
Federalist Papers and the Anti-Federalist Papers to firmly 794  
establish the historical background leading to the establishment 795  
of the provisions of the Constitution and Bill of Rights. 796

**Sec. 3333.89.** (A) As used in this section: 797

(1) "Institution of higher education" includes any of the 798

following institutions that receive state assistance, including 799  
"student financial assistance supported by state funds" as 800  
defined in section 3333.38 of the Revised Code: 801

(a) A state institution of higher education, as defined in 802  
section 3345.011 of the Revised Code; 803

(b) A nonprofit institution holding a certificate of 804  
authorization pursuant to Chapter 1713. of the Revised Code; 805

(c) An institution holding a certificate of registration 806  
from the state board of career colleges and schools and program 807  
authorization for an associate or bachelor's degree program 808  
issued under section 3332.05 of the Revised Code; 809

(d) A private institution exempt from regulation under 810  
Chapter 3332. of the Revised Code, as prescribed in section 811  
3333.046 of the Revised Code. 812

(2) "Total academic costs" include tuition, instructional 813  
fees, and general fees charged by the institution of higher 814  
education. 815

(B)(1) The chancellor of higher education shall prepare an 816  
informed student document for each institution of higher 817  
education. This document shall be designed for use by 818  
prospective students of the institution and their parents and 819  
include instruction on how to access state and national sources 820  
to find data on jobs that are in demand. The chancellor shall 821  
update this document on an annual basis. 822

(2) The informed student document for an institution of 823  
higher education shall include all of the following information: 824

(a) A list of institutions of higher education, and either 825  
a listing of, or internet link to a web site listing of, all 826

<u>majors offered by the institutions;</u>	827
<u>(b) For the institution for which the document is prepared</u>	828
<u>and each institution of higher education, all of the following</u>	829
<u>information for each of the five preceding academic years to the</u>	830
<u>extent that the information is available:</u>	831
<u>(i) The average annual total academic costs for a resident</u>	832
<u>undergraduate student enrolled in thirty semester credit hours;</u>	833
<u>(ii) The net annual total academic costs for a resident</u>	834
<u>undergraduate student enrolled in thirty semester credit hours</u>	835
<u>after grants and scholarships;</u>	836
<u>(iii) The average student debt incurred per academic year</u>	837
<u>and the average total debt incurred by a student upon</u>	838
<u>graduation;</u>	839
<u>(iv) Loan repayment rates. The chancellor shall develop a</u>	840
<u>measure for loan repayment rates and shall list the types of</u>	841
<u>loans and methods of repayment included in the measure.</u>	842
<u>(v) The four-year, five-year, and six-year graduation</u>	843
<u>rates of full-time students who are seeking a bachelor's degree</u>	844
<u>and the average amount of debt a student accrues within each of</u>	845
<u>those rates;</u>	846
<u>(vi) The average number of fall and spring semesters of</u>	847
<u>enrollment attempted by students in order to obtain a bachelor's</u>	848
<u>degree.</u>	849
<u>(c) For the institution for which the document is</u>	850
<u>prepared, all of the following information for each of the five</u>	851
<u>preceding academic years to the extent that the information is</u>	852
<u>available:</u>	853
<u>(i) The number of first-time, full-time undergraduate</u>	854

students seeking a degree who are enrolled in the institution 855  
after one academic year and separately the number of such 856  
students enrolled after two academic years; 857

(ii) For first-time undergraduate students at the 858  
institution, the twenty-fifth percentile and seventy-fifth 859  
percentile of those students' scores on the SAT test and on the 860  
ACT test; 861

(iii) The percentage of students who applied for first- 862  
time undergraduate admission to the institution who were offered 863  
admission to the institution; 864

(iv) The percentage of students admitted by the 865  
institution who graduated from high school in Ohio and were in 866  
the top ten per cent of their high school class. 867

(d) For each institution of higher education, the number 868  
of first-time, full-time undergraduate students seeking a degree 869  
who are enrolled in the institution after two academic years for 870  
each of the five preceding academic years to the extent that the 871  
information is available. 872

(3) Each informed student document shall include the most 873  
recent available interest rates for federal student loans and 874  
information on federal student aid forms, such as the free 875  
application for federal student aid (FAFSA). 876

(4) When preparing an informed student document for an 877  
institution of higher education under this section, the 878  
chancellor shall do all of the following: 879

(a) List the information described in divisions (B) (2) (b) 880  
(i), (ii), (iii), and (iv) of this section under the heading 881  
"COSTS"; 882

(b) List the information described in divisions (B) (2) (b) (v) and (vi), (B) (2) (c) (i), and (B) (2) (d) of this section under the heading "STUDENT SUCCESS." However, for institutions in which at least fifty per cent of enrolled students are not first-time, full-time students, the chancellor shall develop an alternative measure for "STUDENT SUCCESS" and instead shall list the information included in the alternative measure for those institutions. 883  
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(c) List the information described in divisions (B) (2) (c) (ii), (iii), and (iv) of this section under the heading "ADMISSIONS." 891  
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(5) Each institution of higher education shall provide the chancellor with the information necessary for the chancellor to prepare an informed student document under division (B) of this section, upon request from the chancellor for that information. 894  
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(C) Each informed student document prepared under division (B) of this section shall be made available to the public on the web site of the department of higher education and on the web site of the institution of higher education for which the document is prepared. 898  
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(D) Each institution of higher education shall require each individual applying for admission to the institution's undergraduate program, or the individual's parent or guardian, to verify that the individual or the individual's parent or guardian has read the institution's informed student document in its entirety prior to submitting the application for admission to that institution. 903  
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**Section 2.** That existing sections 3301.079 and 3313.603 of the Revised Code are hereby repealed. 910  
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**Section 3.** This act shall be known as the "Informed 912  
Student Document Act." 913