

**As Passed by the House**

**131st General Assembly**

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**2015-2016**

**Sub. H. B. No. 383**

**Representatives Hagan, McColley**

**Cosponsors: Representatives Phillips, Young, Green, Hackett, Brenner, Anielski,  
Antani, DeVitis, Dovilla, Duffey, Perales, Reineke, Ruhl, Sheehy, Sweeney**

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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 state 6  
institution of higher education, to require the 7  
State Board of Education to include information 8  
on the informed student document in the 9  
standards and model curricula it creates for 10  
financial literacy and entrepreneurship, and to 11  
entitle the act the "Informed Student Document 12  
Act." 13

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

**Section 1.** That sections 3301.079 and 3313.603 be amended 14  
and section 3333.89 of the Revised Code be enacted to read as 15  
follows: 16

**Sec. 3301.079.** (A) (1) The state board of education 17  
periodically shall adopt statewide academic standards with 18

emphasis on coherence, focus, and essential knowledge and that 19  
are more challenging and demanding when compared to 20  
international standards for each of grades kindergarten through 21  
twelve in English language arts, mathematics, science, and 22  
social studies. 23

(a) The state board shall ensure that the standards do all 24  
of the following: 25

(i) Include the essential academic content and skills that 26  
students are expected to know and be able to do at each grade 27  
level that will allow each student to be prepared for 28  
postsecondary instruction and the workplace for success in the 29  
twenty-first century; 30

(ii) Include the development of skill sets that promote 31  
information, media, and technological literacy; 32

(iii) Include interdisciplinary, project-based, real-world 33  
learning opportunities; 34

(iv) Instill life-long learning by providing essential 35  
knowledge and skills based in the liberal arts tradition, as 36  
well as science, technology, engineering, mathematics, and 37  
career-technical education; 38

(v) Be clearly written, transparent, and understandable by 39  
parents, educators, and the general public. 40

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

curricula and achievement assessments adopted under divisions 48  
(B) and (C) of this section as necessary to reflect the 49  
additional American history and American government content. The 50  
state board shall make available a list of suggested grade- 51  
appropriate supplemental readings that place the documents 52  
prescribed by this division in their historical context, which 53  
teachers may use as a resource to assist students in reading the 54  
documents within that context. 55

(c) When the state board adopts or revises academic 56  
content standards in social studies, American history, American 57  
government, or science under division (A)(1) of this section, 58  
the state board shall develop such standards independently and 59  
not as part of a multistate consortium. 60

(2) After completing the standards required by division 61  
(A)(1) of this section, the state board shall adopt standards 62  
and model curricula for instruction in technology, financial 63  
literacy and entrepreneurship, fine arts, and foreign language 64  
for grades kindergarten through twelve. The standards shall meet 65  
the same requirements prescribed in division (A)(1)(a) of this 66  
section. The state board shall include in the standards and 67  
model curricula for financial literacy and entrepreneurship 68  
information and instruction on the informed student document 69  
created under section 3333.89 of the Revised Code. 70

(3) The state board shall adopt the most recent standards 71  
developed by the national association for sport and physical 72  
education for physical education in grades kindergarten through 73  
twelve or shall adopt its own standards for physical education 74  
in those grades and revise and update them periodically. 75

The department of education shall employ a full-time 76  
physical education coordinator to provide guidance and technical 77

assistance to districts, community schools, and STEM schools in 78  
implementing the physical education standards adopted under this 79  
division. The superintendent of public instruction shall 80  
determine that the person employed as coordinator is qualified 81  
for the position, as demonstrated by possessing an adequate 82  
combination of education, license, and experience. 83

(4) When academic standards have been completed for any 84  
subject area required by this section, the state board shall 85  
inform all school districts, all community schools established 86  
under Chapter 3314. of the Revised Code, all STEM schools 87  
established under Chapter 3326. of the Revised Code, and all 88  
nonpublic schools required to administer the assessments 89  
prescribed by sections 3301.0710 and 3301.0712 of the Revised 90  
Code of the content of those standards. Additionally, upon 91  
completion of any academic standards under this section, the 92  
department shall post those standards on the department's web 93  
site. 94

(B) (1) The state board shall adopt a model curriculum for 95  
instruction in each subject area for which updated academic 96  
standards are required by division (A) (1) of this section and 97  
for each of grades kindergarten through twelve that is 98  
sufficient to meet the needs of students in every community. The 99  
model curriculum shall be aligned with the standards, to ensure 100  
that the academic content and skills specified for each grade 101  
level are taught to students, and shall demonstrate vertical 102  
articulation and emphasize coherence, focus, and rigor. When any 103  
model curriculum has been completed, the state board shall 104  
inform all school districts, community schools, and STEM schools 105  
of the content of that model curriculum. 106

(2) Not later than June 30, 2013, the state board, in 107

consultation with any office housed in the governor's office 108  
that deals with workforce development, shall adopt model 109  
curricula for grades kindergarten through twelve that embed 110  
career connection learning strategies into regular classroom 111  
instruction. 112

(3) All school districts, community schools, and STEM 113  
schools may utilize the state standards and the model curriculum 114  
established by the state board, together with other relevant 115  
resources, examples, or models to ensure that students have the 116  
opportunity to attain the academic standards. Upon request, the 117  
department shall provide technical assistance to any district, 118  
community school, or STEM school in implementing the model 119  
curriculum. 120

Nothing in this section requires any school district to 121  
utilize all or any part of a model curriculum developed under 122  
this section. 123

(C) The state board shall develop achievement assessments 124  
aligned with the academic standards and model curriculum for 125  
each of the subject areas and grade levels required by divisions 126  
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 127

When any achievement assessment has been completed, the 128  
state board shall inform all school districts, community 129  
schools, STEM schools, and nonpublic schools required to 130  
administer the assessment of its completion, and the department 131  
shall make the achievement assessment available to the districts 132  
and schools. 133

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

mathematics and for grade three in reading and writing. The 137  
diagnostic assessment shall be designed to measure student 138  
comprehension of academic content and mastery of related skills 139  
for the relevant subject area and grade level. Any diagnostic 140  
assessment shall not include components to identify gifted 141  
students. Blank copies of diagnostic assessments shall be public 142  
records. 143

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

(E) The state board shall not adopt a diagnostic or 152  
achievement assessment for any grade level or subject area other 153  
than those specified in this section. 154

(F) Whenever the state board or the department consults 155  
with persons for the purpose of drafting or reviewing any 156  
standards, diagnostic assessments, achievement assessments, or 157  
model curriculum required under this section, the state board or 158  
the department shall first consult with parents of students in 159  
kindergarten through twelfth grade and with active Ohio 160  
classroom teachers, other school personnel, and administrators 161  
with expertise in the appropriate subject area. Whenever 162  
practicable, the state board and department shall consult with 163  
teachers recognized as outstanding in their fields. 164

If the department contracts with more than one outside 165  
entity for the development of the achievement assessments 166

required by this section, the department shall ensure the 167  
interchangeability of those assessments. 168

(G) Whenever the state board adopts standards or model 169  
curricula under this section, the department also shall provide 170  
information on the use of blended or digital learning in the 171  
delivery of the standards or curricula to students in accordance 172  
with division (A)(4) of this section. 173

(H) The fairness sensitivity review committee, established 174  
by rule of the state board of education, shall not allow any 175  
question on any achievement or diagnostic assessment developed 176  
under this section or any proficiency test prescribed by former 177  
section 3301.0710 of the Revised Code, as it existed prior to 178  
September 11, 2001, to include, be written to promote, or 179  
inquire as to individual moral or social values or beliefs. The 180  
decision of the committee shall be final. This section does not 181  
create a private cause of action. 182

(I) (1) (a) The English language arts academic standards 183  
review committee is hereby created to review academic content 184  
standards in the subject of English language arts. The committee 185  
shall consist of the following members: 186

(i) Three experts who are residents of this state and who 187  
primarily conduct research, provide instruction, currently work 188  
in, or possess an advanced degree in the subject area. One 189  
expert shall be appointed by each of the president of the 190  
senate, the speaker of the house of representatives, and the 191  
governor; 192

(ii) One parent or guardian appointed by the president of 193  
the senate; 194

(iii) One educator who is currently teaching in a 195

classroom, appointed by the speaker of the house of	196
representatives;	197
(iv) The chancellor of <del>the Ohio board of regents</del> <u>higher</u>	198
<u>education</u> , or the chancellor's designee;	199
(v) The state superintendent, or the superintendent's	200
designee, who shall serve as the chairperson of the committee.	201
(b) The mathematics academic standards review committee is	202
hereby created to review academic content standards in the	203
subject of mathematics. The committee shall consist of the	204
following members:	205
(i) Three experts who are residents of this state and who	206
primarily conduct research, provide instruction, currently work	207
in, or possess an advanced degree in the subject area. One	208
expert shall be appointed by each of the president of the	209
senate, the speaker of the house of representatives, and the	210
governor;	211
(ii) One parent or guardian appointed by the speaker of	212
the house of representatives;	213
(iii) One educator who is currently teaching in a	214
classroom, appointed by the president of the senate;	215
(iv) The chancellor, or the chancellor's designee;	216
(v) The state superintendent, or the superintendent's	217
designee, who shall serve as the chairperson of the committee.	218
(c) The science academic standards review committee is	219
hereby created to review academic content standards in the	220
subject of science. The committee shall consist of the following	221
members:	222



(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;	223 224 225 226 227 228
(ii) One parent or guardian appointed by the president of the senate;	229 230
(iii) One educator who is currently teaching in a classroom, appointed by the speaker of the house of representatives;	231 232 233
(iv) The chancellor, or the chancellor's designee;	234
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	235 236
(d) The social studies academic standards review committee is hereby created to review academic content standards in the subject of social studies. The committee shall consist of the following members:	237 238 239 240
(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;	241 242 243 244 245 246
(ii) One parent or guardian appointed by the speaker of the house of representatives;	247 248
(iii) One educator who is currently teaching in a classroom, appointed by the president of the senate;	249 250

(iv) The chancellor, or the chancellor's designee;	251
(v) The state superintendent, or the superintendent's designee, who shall serve as the chairperson of the committee.	252 253
(2) (a) Each committee created in division (I) (1) of this section shall review the academic content standards for its respective subject area to ensure that such standards are clear, concise, and appropriate for each grade level and promote higher student performance, learning, subject matter comprehension, and improved student achievement. Each committee also shall review whether the standards for its respective subject area promote essential knowledge in the subject, lifelong learning, the liberal arts tradition, and college and career readiness and whether the standards reduce remediation.	254 255 256 257 258 259 260 261 262 263
(b) Each committee shall determine whether the assessments submitted to that committee under division (I) (4) of this section are appropriate for the committee's respective subject area and meet the academic content standards adopted under this section and community expectations.	264 265 266 267 268
(3) The department of education shall provide administrative support for each committee created in division (I) (1) of this section. Members of each committee shall be reimbursed for reasonable and necessary expenses related to the operations of the committee. Members of each committee shall serve at the pleasure of the appointing authority.	269 270 271 272 273 274
(4) Notwithstanding anything to the contrary in division (N) of section 3301.0711 of the Revised Code, the department shall submit to the appropriate committee created under division (I) (1) of this section copies of the questions and corresponding answers on the relevant assessments required by section	275 276 277 278 279

3301.0710 of the Revised Code on the first day of July following 280  
the school year that the assessments were administered. The 281  
department shall provide each committee with the entire content 282  
of each relevant assessment, including corresponding answers. 283

The assessments received by the committees are not public 284  
records of the committees and are not subject to release by the 285  
committees to any other person or entity under section 149.43 of 286  
the Revised Code. However, the assessments shall become public 287  
records in accordance with division (N) of section 3301.0711 of 288  
the Revised Code. 289

(J) Not later than sixty days prior to the adoption by the 290  
state board of updated academic standards under division (A) (1) 291  
of this section or updated model curricula under division (B) (1) 292  
of this section, the superintendent of public instruction shall 293  
present the academic standards or model curricula, as 294  
applicable, in person at a public hearing of the respective 295  
committees of the house of representatives and senate that 296  
consider education legislation. 297

(K) As used in this section: 298

(1) "Blended learning" means the delivery of instruction 299  
in a combination of time in a supervised physical location away 300  
from home and online delivery whereby the student has some 301  
element of control over time, place, path, or pace of learning. 302

(2) "Coherence" means a reflection of the structure of the 303  
discipline being taught. 304

(3) "Digital learning" means learning facilitated by 305  
technology that gives students some element of control over 306  
time, place, path, or pace of learning. 307

(4) "Focus" means limiting the number of items included in 308

a curriculum to allow for deeper exploration of the subject	309
matter.	310
(5) "Vertical articulation" means key academic concepts	311
and skills associated with mastery in particular content areas	312
should be articulated and reinforced in a developmentally	313
appropriate manner at each grade level so that over time	314
students acquire a depth of knowledge and understanding in the	315
core academic disciplines.	316
<b>Sec. 3313.603.</b> (A) As used in this section:	317
(1) "One unit" means a minimum of one hundred twenty hours	318
of course instruction, except that for a laboratory course, "one	319
unit" means a minimum of one hundred fifty hours of course	320
instruction.	321
(2) "One-half unit" means a minimum of sixty hours of	322
course instruction, except that for physical education courses,	323
"one-half unit" means a minimum of one hundred twenty hours of	324
course instruction.	325
(B) Beginning September 15, 2001, except as required in	326
division (C) of this section and division (C) of section	327
3313.614 of the Revised Code, the requirements for graduation	328
from every high school shall include twenty units earned in	329
grades nine through twelve and shall be distributed as follows:	330
(1) English language arts, four units;	331
(2) Health, one-half unit;	332
(3) Mathematics, three units;	333
(4) Physical education, one-half unit;	334
(5) Science, two units until September 15, 2003, and three	335

units thereafter, which at all times shall include both of the 336  
following: 337

(a) Biological sciences, one unit; 338

(b) Physical sciences, one unit. 339

(6) History and government, one unit, which shall comply 340  
with division (M) of this section and shall include both of the 341  
following: 342

(a) American history, one-half unit; 343

(b) American government, one-half unit. 344

(7) Social studies, two units. 345

Beginning with students who enter ninth grade for the 346  
first time on or after July 1, 2017, the two units of 347  
instruction prescribed by division (B) (7) of this section shall 348  
include at least one-half unit of instruction in the study of 349  
world history and civilizations. 350

(8) Elective units, seven units until September 15, 2003, 351  
and six units thereafter. 352

Each student's electives shall include at least one unit, 353  
or two half units, chosen from among the areas of 354  
business/technology, fine arts, and/or foreign language. 355

(C) Beginning with students who enter ninth grade for the 356  
first time on or after July 1, 2010, except as provided in 357  
divisions (D) to (F) of this section, the requirements for 358  
graduation from every public and chartered nonpublic high school 359  
shall include twenty units that are designed to prepare students 360  
for the workforce and college. The units shall be distributed as 361  
follows: 362

(1) English language arts, four units;	363
(2) Health, one-half unit, which shall include instruction in nutrition and the benefits of nutritious foods and physical activity for overall health;	364 365 366
(3) Mathematics, four units, which shall include one unit of algebra II or the equivalent of algebra II. However, students who enter ninth grade for the first time on or after July 1, 2015, and who are pursuing a career-technical instructional track shall not be required to take algebra II, and instead may complete a career-based pathway mathematics course as an alternative.	367 368 369 370 371 372 373
(4) Physical education, one-half unit;	374
(5) Science, three units with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information, which shall include the following, or their equivalent:	375 376 377 378
(a) Physical sciences, one unit;	379
(b) Life sciences, one unit;	380
(c) Advanced study in one or more of the following sciences, one unit:	381 382
(i) Chemistry, physics, or other physical science;	383
(ii) Advanced biology or other life science;	384
(iii) Astronomy, physical geology, or other earth or space science.	385 386
(6) History and government, one unit, which shall comply with division (M) of this section and shall include both of the following:	387 388 389

- (a) American history, one-half unit; 390
- (b) American government, one-half unit. 391
- (7) Social studies, two units. 392

~~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.~~ 393-402

~~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.~~ 403-407

Beginning with students who enter ninth grade for the first time on or after July 1, 2017, the two units of instruction prescribed by division (C) (7) of this section shall include at least one-half unit of instruction in the study of world history and civilizations. 408-412

The two units of instruction prescribed by division (C) (7) of this section may include one-half unit of instruction in the study of financial literacy as provided by division (C) (9) of this section, if a school district elects to do so. 413-416

- (8) Five units consisting of one or any combination of foreign language, fine arts, business, career-technical 417-418

education, family and consumer sciences, technology, 419  
agricultural education, a junior reserve officer training corps 420  
(JROTC) program approved by the congress of the United States 421  
under title 10 of the United States Code, or English language 422  
arts, mathematics, science, or social studies courses not 423  
otherwise required under division (C) of this section. 424

The five units of instruction prescribed by division (C) 425  
(8) of this section may include one-half unit of instruction in 426  
the study of financial literacy as provided by division (C) (9) 427  
of this section, if a school district elects to do so. 428

(9) Beginning with students who enter ninth grade for the 429  
first time on or after July 1, 2018, one-half unit of 430  
instruction in the study of financial literacy. 431

This requirement shall be satisfied by completing one-half 432  
unit of financial literacy instruction as part of the two 433  
required units of instruction in social studies under division 434  
(C) (7) of this section or as part of the five required units of 435  
instruction prescribed by division (C) (8) of this section, as 436  
determined by each school district. 437

The study of financial literacy shall be as expressed in 438  
the academic content standards for financial literacy adopted 439  
under division (A) (2) of section 3301.079 of the Revised Code. 440  
The study of financial literacy shall include both of the 441  
following: 442

(a) A review of the information contained in the informed 443  
student documents prescribed by section 3333.89 of the Revised 444  
Code and emphasize personal finance, the concepts of credit, 445  
debt, and investments, and sound money management. 446

(b) Instruction on calculating interest and compound 447



interest on loans and exposure to federal financial aid forms, 448  
such as the free application for federal student aid (FAFSA). 449

In developing the curriculum required by division (C) (9) 450  
of this section, schools shall use available public-private 451  
partnerships and resources and materials that exist in business, 452  
industry, and through the centers for economics education at 453  
institutions of higher education in the state. 454

Notwithstanding anything to the contrary in the Revised 455  
Code or in rules adopted by the state board, an individual who 456  
holds a valid educator license issued by the state board to 457  
teach social studies, business education, or consumer and family 458  
sciences may teach the study of financial literacy as required 459  
by division (C) (9) of this section. 460

Ohioans must be prepared to apply increased knowledge and 461  
skills in the workplace and to adapt their knowledge and skills 462  
quickly to meet the rapidly changing conditions of the twenty- 463  
first century. National studies indicate that all high school 464  
graduates need the same academic foundation, regardless of the 465  
opportunities they pursue after graduation. The goal of Ohio's 466  
system of elementary and secondary education is to prepare all 467  
students for and seamlessly connect all students to success in 468  
life beyond high school graduation, regardless of whether the 469  
next step is entering the workforce, beginning an 470  
apprenticeship, engaging in post-secondary training, serving in 471  
the military, or pursuing a college degree. 472

The requirements for graduation prescribed in division (C) 473  
of this section are the standard expectation for all students 474  
entering ninth grade for the first time at a public or chartered 475  
nonpublic high school on or after July 1, 2010. A student may 476  
satisfy this expectation through a variety of methods, 477

including, but not limited to, integrated, applied, career- 478  
technical, and traditional coursework. 479

Whereas teacher quality is essential for student success 480  
when completing the requirements for graduation, the general 481  
assembly shall appropriate funds for strategic initiatives 482  
designed to strengthen schools' capacities to hire and retain 483  
highly qualified teachers in the subject areas required by the 484  
curriculum. Such initiatives are expected to require an 485  
investment of \$120,000,000 over five years. 486

Stronger coordination between high schools and 487  
institutions of higher education is necessary to prepare 488  
students for more challenging academic endeavors and to lessen 489  
the need for academic remediation in college, thereby reducing 490  
the costs of higher education for Ohio's students, families, and 491  
the state. The state board and the chancellor of higher 492  
education shall develop policies to ensure that only in rare 493  
instances will students who complete the requirements for 494  
graduation prescribed in division (C) of this section require 495  
academic remediation after high school. 496

School districts, community schools, and chartered 497  
nonpublic schools shall integrate technology into learning 498  
experiences across the curriculum in order to maximize 499  
efficiency, enhance learning, and prepare students for success 500  
in the technology-driven twenty-first century. Districts and 501  
schools shall use distance and web-based course delivery as a 502  
method of providing or augmenting all instruction required under 503  
this division, including laboratory experience in science. 504  
Districts and schools shall utilize technology access and 505  
electronic learning opportunities provided by the broadcast 506  
educational media commission, chancellor, the Ohio learning 507

network, education technology centers, public television 508  
stations, and other public and private providers. 509

(D) Except as provided in division (E) of this section, a 510  
student who enters ninth grade on or after July 1, 2010, and 511  
before July 1, 2016, may qualify for graduation from a public or 512  
chartered nonpublic high school even though the student has not 513  
completed the requirements for graduation prescribed in division 514  
(C) of this section if all of the following conditions are 515  
satisfied: 516

(1) During the student's third year of attending high 517  
school, as determined by the school, the student and the 518  
student's parent, guardian, or custodian sign and file with the 519  
school a written statement asserting the parent's, guardian's, 520  
or custodian's consent to the student's graduating without 521  
completing the requirements for graduation prescribed in 522  
division (C) of this section and acknowledging that one 523  
consequence of not completing those requirements is 524  
ineligibility to enroll in most state universities in Ohio 525  
without further coursework. 526

(2) The student and parent, guardian, or custodian fulfill 527  
any procedural requirements the school stipulates to ensure the 528  
student's and parent's, guardian's, or custodian's informed 529  
consent and to facilitate orderly filing of statements under 530  
division (D)(1) of this section. Annually, each district or 531  
school shall notify the department of education of the number of 532  
students who choose to qualify for graduation under division (D) 533  
of this section and the number of students who complete the 534  
student's success plan and graduate from high school. 535

(3) The student and the student's parent, guardian, or 536  
custodian and a representative of the student's high school 537

jointly develop a student success plan for the student in the 538  
manner described in division (C) (1) of section 3313.6020 of the 539  
Revised Code that specifies the student matriculating to a two- 540  
year degree program, acquiring a business and industry- 541  
recognized credential, or entering an apprenticeship. 542

(4) The student's high school provides counseling and 543  
support for the student related to the plan developed under 544  
division (D) (3) of this section during the remainder of the 545  
student's high school experience. 546

(5) (a) Except as provided in division (D) (5) (b) of this 547  
section, the student successfully completes, at a minimum, the 548  
curriculum prescribed in division (B) of this section. 549

(b) Beginning with students who enter ninth grade for the 550  
first time on or after July 1, 2014, a student shall be required 551  
to complete successfully, at the minimum, the curriculum 552  
prescribed in division (B) of this section, except as follows: 553

(i) Mathematics, four units, one unit which shall be one 554  
of the following: 555

(I) Probability and statistics; 556

(II) Computer programming; 557

(III) Applied mathematics or quantitative reasoning; 558

(IV) Any other course approved by the department using 559  
standards established by the superintendent not later than 560  
October 1, 2014. 561

(ii) Elective units, five units; 562

(iii) Science, three units as prescribed by division (B) 563  
of this section which shall include inquiry-based laboratory 564

experience that engages students in asking valid scientific 565  
questions and gathering and analyzing information. 566

The department, in collaboration with the chancellor, 567  
shall analyze student performance data to determine if there are 568  
mitigating factors that warrant extending the exception 569  
permitted by division (D) of this section to high school classes 570  
beyond those entering ninth grade before July 1, 2016. The 571  
department shall submit its findings and any recommendations not 572  
later than December 1, 2015, to the speaker and minority leader 573  
of the house of representatives, the president and minority 574  
leader of the senate, the chairpersons and ranking minority 575  
members of the standing committees of the house of 576  
representatives and the senate that consider education 577  
legislation, the state board of education, and the 578  
superintendent of public instruction. 579

(E) Each school district and chartered nonpublic school 580  
retains the authority to require an even more challenging 581  
minimum curriculum for high school graduation than specified in 582  
division (B) or (C) of this section. A school district board of 583  
education, through the adoption of a resolution, or the 584  
governing authority of a chartered nonpublic school may 585  
stipulate any of the following: 586

(1) A minimum high school curriculum that requires more 587  
than twenty units of academic credit to graduate; 588

(2) An exception to the district's or school's minimum 589  
high school curriculum that is comparable to the exception 590  
provided in division (D) of this section but with additional 591  
requirements, which may include a requirement that the student 592  
successfully complete more than the minimum curriculum 593  
prescribed in division (B) of this section; 594

(3) That no exception comparable to that provided in 595  
division (D) of this section is available. 596

(F) A student enrolled in a dropout prevention and 597  
recovery program, which program has received a waiver from the 598  
department, may qualify for graduation from high school by 599  
successfully completing a competency-based instructional program 600  
administered by the dropout prevention and recovery program in 601  
lieu of completing the requirements for graduation prescribed in 602  
division (C) of this section. The department shall grant a 603  
waiver to a dropout prevention and recovery program, within 604  
sixty days after the program applies for the waiver, if the 605  
program meets all of the following conditions: 606

(1) The program serves only students not younger than 607  
sixteen years of age and not older than twenty-one years of age. 608

(2) The program enrolls students who, at the time of their 609  
initial enrollment, either, or both, are at least one grade 610  
level behind their cohort age groups or experience crises that 611  
significantly interfere with their academic progress such that 612  
they are prevented from continuing their traditional programs. 613

(3) The program requires students to attain at least the 614  
applicable score designated for each of the assessments 615  
prescribed under division (B) (1) of section 3301.0710 of the 616  
Revised Code or, to the extent prescribed by rule of the state 617  
board under division (D) (5) of section 3301.0712 of the Revised 618  
Code, division (B) (2) of that section. 619

(4) The program develops a student success plan for the 620  
student in the manner described in division (C) (1) of section 621  
3313.6020 of the Revised Code that specifies the student's 622  
matriculating to a two-year degree program, acquiring a business 623

and industry-recognized credential, or entering an 624  
apprenticeship. 625

(5) The program provides counseling and support for the 626  
student related to the plan developed under division (F) (4) of 627  
this section during the remainder of the student's high school 628  
experience. 629

(6) The program requires the student and the student's 630  
parent, guardian, or custodian to sign and file, in accordance 631  
with procedural requirements stipulated by the program, a 632  
written statement asserting the parent's, guardian's, or 633  
custodian's consent to the student's graduating without 634  
completing the requirements for graduation prescribed in 635  
division (C) of this section and acknowledging that one 636  
consequence of not completing those requirements is 637  
ineligibility to enroll in most state universities in Ohio 638  
without further coursework. 639

(7) Prior to receiving the waiver, the program has 640  
submitted to the department an instructional plan that 641  
demonstrates how the academic content standards adopted by the 642  
state board under section 3301.079 of the Revised Code will be 643  
taught and assessed. 644

(8) Prior to receiving the waiver, the program has 645  
submitted to the department a policy on career advising that 646  
satisfies the requirements of section 3313.6020 of the Revised 647  
Code, with an emphasis on how every student will receive career 648  
advising. 649

(9) Prior to receiving the waiver, the program has 650  
submitted to the department a written agreement outlining the 651  
future cooperation between the program and any combination of 652

local job training, postsecondary education, nonprofit, and 653  
health and social service organizations to provide services for 654  
students in the program and their families. 655

Divisions (F) (8) and (9) of this section apply only to 656  
waivers granted on or after July 1, 2015. 657

If the department does not act either to grant the waiver 658  
or to reject the program application for the waiver within sixty 659  
days as required under this section, the waiver shall be 660  
considered to be granted. 661

(G) Every high school may permit students below the ninth 662  
grade to take advanced work. If a high school so permits, it 663  
shall award high school credit for successful completion of the 664  
advanced work and shall count such advanced work toward the 665  
graduation requirements of division (B) or (C) of this section 666  
if the advanced work was both: 667

(1) Taught by a person who possesses a license or 668  
certificate issued under section 3301.071, 3319.22, or 3319.222 669  
of the Revised Code that is valid for teaching high school; 670

(2) Designated by the board of education of the city, 671  
local, or exempted village school district, the board of the 672  
cooperative education school district, or the governing 673  
authority of the chartered nonpublic school as meeting the high 674  
school curriculum requirements. 675

Each high school shall record on the student's high school 676  
transcript all high school credit awarded under division (G) of 677  
this section. In addition, if the student completed a seventh- 678  
or eighth-grade fine arts course described in division (K) of 679  
this section and the course qualified for high school credit 680  
under that division, the high school shall record that course on 681



the student's high school transcript. 682

(H) The department shall make its individual academic 683  
career plan available through its Ohio career information system 684  
web site for districts and schools to use as a tool for 685  
communicating with and providing guidance to students and 686  
families in selecting high school courses. 687

(I) Units earned in English language arts, mathematics, 688  
science, and social studies that are delivered through 689  
integrated academic and career-technical instruction are 690  
eligible to meet the graduation requirements of division (B) or 691  
(C) of this section. 692

(J) (1) The state board, in consultation with the 693  
chancellor, shall adopt a statewide plan implementing methods 694  
for students to earn units of high school credit based on a 695  
demonstration of subject area competency, instead of or in 696  
combination with completing hours of classroom instruction. The 697  
state board shall adopt the plan not later than March 31, 2009, 698  
and commence phasing in the plan during the 2009-2010 school 699  
year. The plan shall include a standard method for recording 700  
demonstrated proficiency on high school transcripts. Each school 701  
district and community school shall comply with the state 702  
board's plan adopted under this division and award units of high 703  
school credit in accordance with the plan. The state board may 704  
adopt existing methods for earning high school credit based on a 705  
demonstration of subject area competency as necessary prior to 706  
the 2009-2010 school year. 707

(2) Not later than December 31, 2015, the state board 708  
shall update the statewide plan adopted pursuant to division (J) 709  
(1) of this section to also include methods for students 710  
enrolled in seventh and eighth grade to meet curriculum 711

requirements based on a demonstration of subject area 712  
competency, instead of or in combination with completing hours 713  
of classroom instruction. Beginning with the 2017-2018 school 714  
year, each school district and community school also shall 715  
comply with the updated plan adopted pursuant to this division 716  
and permit students enrolled in seventh and eighth grade to meet 717  
curriculum requirements based on subject area competency in 718  
accordance with the plan. 719

(K) This division does not apply to students who qualify 720  
for graduation from high school under division (D) or (F) of 721  
this section, or to students pursuing a career-technical 722  
instructional track as determined by the school district board 723  
of education or the chartered nonpublic school's governing 724  
authority. Nevertheless, the general assembly encourages such 725  
students to consider enrolling in a fine arts course as an 726  
elective. 727

Beginning with students who enter ninth grade for the 728  
first time on or after July 1, 2010, each student enrolled in a 729  
public or chartered nonpublic high school shall complete two 730  
semesters or the equivalent of fine arts to graduate from high 731  
school. The coursework may be completed in any of grades seven 732  
to twelve. Each student who completes a fine arts course in 733  
grade seven or eight may elect to count that course toward the 734  
five units of electives required for graduation under division 735  
(C) (8) of this section, if the course satisfied the requirements 736  
of division (G) of this section. In that case, the high school 737  
shall award the student high school credit for the course and 738  
count the course toward the five units required under division 739  
(C) (8) of this section. If the course in grade seven or eight 740  
did not satisfy the requirements of division (G) of this 741  
section, the high school shall not award the student high school 742

credit for the course but shall count the course toward the two 743  
semesters or the equivalent of fine arts required by this 744  
division. 745

(L) Notwithstanding anything to the contrary in this 746  
section, the board of education of each school district and the 747  
governing authority of each chartered nonpublic school may adopt 748  
a policy to excuse from the high school physical education 749  
requirement each student who, during high school, has 750  
participated in interscholastic athletics, marching band, or 751  
cheerleading for at least two full seasons or in the junior 752  
reserve officer training corps for at least two full school 753  
years. If the board or authority adopts such a policy, the board 754  
or authority shall not require the student to complete any 755  
physical education course as a condition to graduate. However, 756  
the student shall be required to complete one-half unit, 757  
consisting of at least sixty hours of instruction, in another 758  
course of study. In the case of a student who has participated 759  
in the junior reserve officer training corps for at least two 760  
full school years, credit received for that participation may be 761  
used to satisfy the requirement to complete one-half unit in 762  
another course of study. 763

(M) It is important that high school students learn and 764  
understand United States history and the governments of both the 765  
United States and the state of Ohio. Therefore, beginning with 766  
students who enter ninth grade for the first time on or after 767  
July 1, 2012, the study of American history and American 768  
government required by divisions (B) (6) and (C) (6) of this 769  
section shall include the study of all of the following 770  
documents: 771

(1) The Declaration of Independence; 772

(2) The Northwest Ordinance;	773
(3) The Constitution of the United States with emphasis on the Bill of Rights;	774 775
(4) The Ohio Constitution.	776
The study of each of the documents prescribed in divisions (M) (1) to (4) of this section shall include study of that document in its original context.	777 778 779
The study of American history and government required by divisions (B) (6) and (C) (6) of this section shall include the historical evidence of the role of documents such as the Federalist Papers and the Anti-Federalist Papers to firmly establish the historical background leading to the establishment of the provisions of the Constitution and Bill of Rights.	780 781 782 783 784 785
<u>Sec. 3333.89. (A) As used in this section, "state institution of higher education" has the same meaning as in section 3345.011 of the Revised Code.</u>	786 787 788
<u>(B) (1) The chancellor of higher education shall prepare an informed student document for each state institution of higher education. This document shall be designed for use by prospective students of the institution and their parents and include instruction on how to access state and national sources to find data on jobs that are in demand. The chancellor shall update this document on an annual basis.</u>	789 790 791 792 793 794 795
<u>(2) The informed student document for a state institution of higher education shall include all of the following information:</u>	796 797 798
<u>(a) A list of state institutions of higher education, and either a listing of, or internet link to a web site listing of,</u>	799 800

<u>all majors offered by the institutions;</u>	801
<u>(b) For the institution for which the document is prepared</u>	802
<u>and each state institution of higher education, all of the</u>	803
<u>following information for each of the five preceding academic</u>	804
<u>years to the extent that the information is available:</u>	805
<u>(i) The average annual total academic costs for a resident</u>	806
<u>undergraduate student enrolled in thirty semester credit hours;</u>	807
<u>(ii) The net annual total academic costs for a resident</u>	808
<u>undergraduate student enrolled in thirty semester credit hours</u>	809
<u>after grants and scholarships;</u>	810
<u>(iii) The average student debt incurred per academic year</u>	811
<u>and the average total debt incurred by a student upon</u>	812
<u>graduation;</u>	813
<u>(iv) Loan repayment rates;</u>	814
<u>(v) The four-year, five-year, and six-year graduation</u>	815
<u>rates of full-time students who are seeking a bachelor's degree</u>	816
<u>and the average amount of debt a student accrues within each of</u>	817
<u>those rates;</u>	818
<u>(vi) The average number of fall and spring semesters of</u>	819
<u>enrollment attempted by students in order to obtain a bachelor's</u>	820
<u>degree.</u>	821
<u>(c) For the institution for which the document is</u>	822
<u>prepared, all of the following information for each of the five</u>	823
<u>preceding academic years to the extent that the information is</u>	824
<u>available:</u>	825
<u>(i) The number of first-time, full-time undergraduate</u>	826
<u>students seeking a degree who are enrolled in the institution</u>	827
<u>after one academic year and separately the number of such</u>	828

<u>students enrolled after two academic years;</u>	829
<u>(ii) For first-time undergraduate students at the</u>	830
<u>institution, the twenty-fifth percentile and seventy-fifth</u>	831
<u>percentile of those students' scores on the SAT test and on the</u>	832
<u>ACT test;</u>	833
<u>(iii) The percentage of students who applied for first-</u>	834
<u>time undergraduate admission to the institution who were offered</u>	835
<u>admission to the institution;</u>	836
<u>(iv) The percentage of students admitted by the</u>	837
<u>institution who graduated from high school in Ohio and were in</u>	838
<u>the top ten per cent of their high school class.</u>	839
<u>(d) For each state institution of higher education, the</u>	840
<u>number of first-time, full-time undergraduate students seeking a</u>	841
<u>degree who are enrolled in the institution after two academic</u>	842
<u>years for each of the five preceding academic years to the</u>	843
<u>extent that the information is available.</u>	844
<u>(3) Each informed student document shall include the most</u>	845
<u>recent available interest rates for federal student loans and</u>	846
<u>information on federal student aid forms, such as the free</u>	847
<u>application for federal student aid (FAFSA).</u>	848
<u>(4) When preparing an informed student document for a</u>	849
<u>state institution of higher education under this section, the</u>	850
<u>chancellor shall do all of the following:</u>	851
<u>(a) List the information described in divisions (B) (2) (b)</u>	852
<u>(i), (ii), (iii), and (iv) of this section under the heading</u>	853
<u>"COSTS";</u>	854
<u>(b) List the information described in divisions (B) (2) (b)</u>	855
<u>(v) and (vi), (B) (2) (c) (i), and (B) (2) (d) of this section under</u>	856

the heading "STUDENT SUCCESS"; 857

(c) List the information described in divisions (B) (2) (c) 858  
(ii), (iii), and (iv) of this section under the heading 859  
"ADMISSIONS." 860

(5) Each state institution of higher education shall 861  
provide the chancellor with the information necessary for the 862  
chancellor to prepare an informed student document under 863  
division (B) of this section, upon request from the chancellor 864  
for that information. 865

(C) Each informed student document prepared under division 866  
(B) of this section shall be made available to the public on the 867  
web site of the department of higher education and on the web 868  
site of the state institution of higher education for which the 869  
document is prepared. 870

(D) Each state institution of higher education shall 871  
require each individual applying for admission to the 872  
institution's undergraduate program, or the individual's parent 873  
or guardian, to verify that the individual or the individual's 874  
parent or guardian has read the institution's informed student 875  
document in its entirety prior to submitting the application for 876  
admission to that institution. 877

**Section 2.** That existing sections 3301.079 and 3313.603 of 878  
the Revised Code are hereby repealed. 879

**Section 3.** This act shall be known as the "Informed 880  
Student Document Act." 881