

As Introduced

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H. B. No. 108

Representatives Hagan, McColley

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

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
Sec. 3313.603. (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
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.	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	538
any procedural requirements the school stipulates to ensure the	539
student's and parent's, guardian's, or custodian's informed	540
consent and to facilitate orderly filing of statements under	541
division (D) (1) of this section. Annually, each district or	542
school shall notify the department of the number of students who	543
choose to qualify for graduation under division (D) of this	544
section and the number of students who complete the student's	545
success plan and graduate from high school.	546
(3) The student and the student's parent, guardian, or	547
custodian and a representative of the student's high school	548
jointly develop a student success plan for the student in the	549
manner described in division (C) (1) of section 3313.6020 of the	550
Revised Code that specifies the student matriculating to a two-	551
year degree program, acquiring a business and industry-	552
recognized credential, or entering an apprenticeship.	553
(4) The student's high school provides counseling and	554
support for the student related to the plan developed under	555
division (D) (3) of this section during the remainder of the	556
student's high school experience.	557
(5) (a) Except as provided in division (D) (5) (b) of this	558
section, the student successfully completes, at a minimum, the	559
curriculum prescribed in division (B) of this section.	560
(b) Beginning with students who enter ninth grade for the	561
first time on or after July 1, 2014, a student shall be required	562
to complete successfully, at the minimum, the curriculum	563
prescribed in division (B) of this section, except as follows:	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