

**As Reported by the House Primary and Secondary Education Committee**

**135th General Assembly**

**Regular Session**

**2023-2024**

**Am. S. B. No. 17**

**Senator Wilson**

**Cosponsors: Senators Brenner, Cirino, Dolan, Gavarone, Hackett, Hoagland,  
Johnson, Kunze, Lang, McColley, O'Brien, Reineke, Reynolds, Roegner,  
Romanchuk, Schaffer, Schuring**

**Representatives Click, Lipps, Merrin, Williams**

---

**A BILL**

To amend sections 3301.079, 3313.603, and 3319.238 1  
of the Revised Code to incorporate free market 2  
capitalism content into the high school 3  
financial literacy and entrepreneurship 4  
standards and model curriculum and with regard 5  
to financial literacy course credit and license 6  
validation. 7

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

**Section 1.** That sections 3301.079, 3313.603, and 3319.238 8  
of the Revised Code be amended to read as follows: 9

**Sec. 3301.079.** (A) (1) The state board of education 10  
periodically shall adopt statewide academic standards with 11  
emphasis on coherence, focus, and essential knowledge and that 12  
are more challenging and demanding when compared to 13  
international standards for each of grades kindergarten through 14  
twelve in English language arts, mathematics, science, and 15  
social studies. 16

(a) The state board shall ensure that the standards do all 17  
of the following: 18

(i) Include the essential academic content and skills that 19  
students are expected to know and be able to do at each grade 20  
level that will allow each student to be prepared for 21  
postsecondary instruction and the workplace for success in the 22  
twenty-first century; 23

(ii) Include the development of skill sets that promote 24  
information, media, and technological literacy; 25

(iii) Include interdisciplinary, project-based, real-world 26  
learning opportunities; 27

(iv) Instill life-long learning by providing essential 28  
knowledge and skills based in the liberal arts tradition, as 29  
well as science, technology, engineering, mathematics, and 30  
career-technical education; 31

(v) Be clearly written, transparent, and understandable by 32  
parents, educators, and the general public. 33

(b) ~~Not later than July 1, 2012, the~~ The state board shall 34  
incorporate into the social studies standards for grades four to 35  
twelve academic content regarding the original texts of the 36  
Declaration of Independence, the Northwest Ordinance, the 37  
Constitution of the United States and its amendments, with 38  
emphasis on the Bill of Rights, and the Ohio Constitution, and 39  
their original context. The state board shall revise the model 40  
curricula and achievement assessments adopted under divisions 41  
(B) and (C) of this section as necessary to reflect the 42  
additional American history and American government content. The 43  
state board shall make available a list of suggested grade- 44  
appropriate supplemental readings that place the documents 45

prescribed by this division in their historical context, which 46  
teachers may use as a resource to assist students in reading the 47  
documents within that context. 48

(c) When the state board adopts or revises academic 49  
content standards in social studies, American history, American 50  
government, or science under division (A) (1) of this section, 51  
the state board shall develop such standards independently and 52  
not as part of a multistate consortium. 53

~~(2)~~ (2) (a) After completing the standards required by 54  
division (A) (1) of this section, the state board shall adopt 55  
standards and model curricula for instruction in technology, 56  
financial literacy and entrepreneurship, fine arts, and foreign 57  
language for grades kindergarten through twelve. The standards 58  
shall meet the same requirements prescribed in division (A) (1) 59  
(a) of this section. 60

(b) The state board shall incorporate into the standards 61  
and model curriculum for financial literacy and entrepreneurship 62  
for grades nine through twelve academic content regarding free 63  
market capitalism. The academic content shall include all of the 64  
following concepts related to free market capitalism: 65

(i) Raw materials, labor, and capital, the three classical 66  
factors of economic production, are privately owned. 67

(ii) Individuals control their own ability to work, earn 68  
wages, and obtain skills to earn and increase wages. 69

(iii) Private ownership of capital may include a sole 70  
proprietorship, a family businesses, a publicly traded 71  
corporation, a group of private investors, or a bank. 72

(iv) Markets aggregate the exchange of goods and services 73  
throughout the world. Market prices are the only way to convey 74

so much constantly changing information about the supply of 75  
goods and services, and the demand for them, for consumers and 76  
producers to make informed economic decisions for themselves. 77

(v) Wealth is created by providing goods and services that 78  
people value at a profit, and both sellers and buyers seek to 79  
profit in some way in a free market transaction. Thus, profit 80  
earned through transactions can be consumed, saved, reinvested 81  
in the business, or dispersed to shareholders. 82

(vi) Wealth creation involves asset value appreciation and 83  
depreciation, voluntary exchange of equity ownership, and open 84  
and closed markets. 85

(vii) The free market is driven by, and tends to produce, 86  
entrepreneurship and innovation. 87

(viii) The free market can include side effects and market 88  
failures where at least part of the cost of the transaction, 89  
including producing, transporting, selling, or buying, is born 90  
by others outside of the transaction. 91

(ix) The political features of the free market, including 92  
legally protected property rights, legally enforceable 93  
contracts, patent protections, and the mitigation of side 94  
effects and market failures; 95

(x) Societies that embrace the free market often embrace 96  
political and personal freedom as well. 97

(3) The state board shall adopt the most recent standards 98  
developed by the national association for sport and physical 99  
education for physical education in grades kindergarten through 100  
twelve or shall adopt its own standards for physical education 101  
in those grades and revise and update them periodically. 102

The department of education shall employ a full-time 103  
physical education coordinator to provide guidance and technical 104  
assistance to districts, community schools, and STEM schools in 105  
implementing the physical education standards adopted under this 106  
division. The superintendent of public instruction shall 107  
determine that the person employed as coordinator is qualified 108  
for the position, as demonstrated by possessing an adequate 109  
combination of education, license, and experience. 110

(4) Not later than September 30, 2022, the state board 111  
shall update the standards and model curriculum for instruction 112  
in computer science in grades kindergarten through twelve, which 113  
shall include standards for introductory and advanced computer 114  
science courses in grades nine through twelve. When developing 115  
the standards and curriculum, the state board shall consider 116  
recommendations from computer science education stakeholder 117  
groups, including teachers and representatives from higher 118  
education, industry, computer science organizations in Ohio, and 119  
national computer science organizations. 120

Any district or school may utilize the computer science 121  
standards or model curriculum or any part thereof adopted 122  
pursuant to division (A) (4) of this section. However, no 123  
district or school shall be required to utilize all or any part 124  
of the standards or curriculum. 125

(5) When academic standards have been completed for any 126  
subject area required by this section, the state board shall 127  
inform all school districts, all community schools established 128  
under Chapter 3314. of the Revised Code, all STEM schools 129  
established under Chapter 3326. of the Revised Code, and all 130  
nonpublic schools required to administer the assessments 131  
prescribed by sections 3301.0710 and 3301.0712 of the Revised 132

Code of the content of those standards. Additionally, upon 133  
completion of any academic standards under this section, the 134  
department shall post those standards on the department's web 135  
site. 136

(B) (1) The state board shall adopt a model curriculum for 137  
instruction in each subject area for which updated academic 138  
standards are required by division (A) (1) of this section and 139  
for each of grades kindergarten through twelve that is 140  
sufficient to meet the needs of students in every community. The 141  
model curriculum shall be aligned with the standards, to ensure 142  
that the academic content and skills specified for each grade 143  
level are taught to students, and shall demonstrate vertical 144  
articulation and emphasize coherence, focus, and rigor. When any 145  
model curriculum has been completed, the state board shall 146  
inform all school districts, community schools, and STEM schools 147  
of the content of that model curriculum. 148

(2) ~~Not later than June 30, 2013, the~~ The state board, in 149  
consultation with any office housed in the governor's office 150  
that deals with workforce development, shall adopt model 151  
curricula for grades kindergarten through twelve that embed 152  
career connection learning strategies into regular classroom 153  
instruction. 154

(3) All school districts, community schools, and STEM 155  
schools may utilize the state standards and the model curriculum 156  
established by the state board, together with other relevant 157  
resources, examples, or models to ensure that students have the 158  
opportunity to attain the academic standards. Upon request, the 159  
department shall provide technical assistance to any district, 160  
community school, or STEM school in implementing the model 161  
curriculum. 162

Nothing in this section requires any school district to 163  
utilize all or any part of a model curriculum developed under 164  
this section. 165

(C) The state board shall develop achievement assessments 166  
aligned with the academic standards and model curriculum for 167  
each of the subject areas and grade levels required by divisions 168  
(A) (1) and (B) (1) of section 3301.0710 of the Revised Code. 169

When any achievement assessment has been completed, the 170  
state board shall inform all school districts, community 171  
schools, STEM schools, and nonpublic schools required to 172  
administer the assessment of its completion, and the department 173  
shall make the achievement assessment available to the districts 174  
and schools. 175

(D) (1) The state board shall adopt a diagnostic assessment 176  
aligned with the academic standards and model curriculum for 177  
each of grades kindergarten through two in reading, writing, and 178  
mathematics and for grade three in reading and writing. The 179  
diagnostic assessment shall be designed to measure student 180  
comprehension of academic content and mastery of related skills 181  
for the relevant subject area and grade level. Any diagnostic 182  
assessment shall not include components to identify gifted 183  
students. Blank copies of diagnostic assessments shall be public 184  
records. 185

(2) When each diagnostic assessment has been completed, 186  
the state board shall inform all school districts of its 187  
completion and the department shall make the diagnostic 188  
assessment available to the districts at no cost to the 189  
district. 190

(3) School districts shall administer the diagnostic 191

assessment pursuant to section 3301.0715 of the Revised Code 192  
beginning the first school year following the development of the 193  
assessment. 194

However, beginning with the 2017-2018 school year, both of 195  
the following shall apply: 196

(a) In the case of the diagnostic assessments for grades 197  
one or two in writing or mathematics or for grade three in 198  
writing, a school district shall not be required to administer 199  
any such assessment, but may do so at the discretion of the 200  
district board; 201

(b) In the case of any diagnostic assessment that is not 202  
for the grade levels and subject areas specified in division (D) 203  
(3) (a) of this section, each school district shall administer 204  
the assessment in the manner prescribed by section 3301.0715 of 205  
the Revised Code. 206

(E) The state board shall not adopt a diagnostic or 207  
achievement assessment for any grade level or subject area other 208  
than those specified in this section. 209

(F) Whenever the state board or the department consults 210  
with persons for the purpose of drafting or reviewing any 211  
standards, diagnostic assessments, achievement assessments, or 212  
model curriculum required under this section, the state board or 213  
the department shall first consult with parents of students in 214  
kindergarten through twelfth grade and with active Ohio 215  
classroom teachers, other school personnel, and administrators 216  
with expertise in the appropriate subject area. Whenever 217  
practicable, the state board and department shall consult with 218  
teachers recognized as outstanding in their fields. 219

If the department contracts with more than one outside 220



entity for the development of the achievement assessments 221  
required by this section, the department shall ensure the 222  
interchangeability of those assessments. 223

(G) Whenever the state board adopts standards or model 224  
curricula under this section, the department also shall provide 225  
information on the use of blended, online, or digital learning 226  
in the delivery of the standards or curricula to students in 227  
accordance with division (A) (5) of this section. 228

(H) The fairness sensitivity review committee, established 229  
by rule of the state board of education, shall not allow any 230  
question on any achievement or diagnostic assessment developed 231  
under this section or any proficiency test prescribed by former 232  
section 3301.0710 of the Revised Code, as it existed prior to 233  
September 11, 2001, to include, be written to promote, or 234  
inquire as to individual moral or social values or beliefs. The 235  
decision of the committee shall be final. This section does not 236  
create a private cause of action. 237

(I) Not later than sixty days prior to the adoption by the 238  
state board of updated academic standards under division (A) (1) 239  
of this section or updated model curricula under division (B) (1) 240  
of this section, the superintendent of public instruction shall 241  
present the academic standards or model curricula, as 242  
applicable, in person at a public hearing of the respective 243  
committees of the house of representatives and senate that 244  
consider education legislation. 245

(J) As used in this section: 246

(1) "Blended learning" means the delivery of instruction 247  
in a combination of time primarily in a supervised physical 248  
location away from home and online delivery whereby the student 249

has some element of control over time, place, path, or pace of learning and includes noncomputer-based learning opportunities.	250 251
(2) "Online learning" means students work primarily from their residences on assignments delivered via an internet- or other computer-based instructional method.	252 253 254
(3) "Coherence" means a reflection of the structure of the discipline being taught.	255 256
(4) "Digital learning" means learning facilitated by technology that gives students some element of control over time, place, path, or pace of learning.	257 258 259
(5) "Focus" means limiting the number of items included in a curriculum to allow for deeper exploration of the subject matter.	260 261 262
(6) "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.	263 264 265 266 267 268
<b>Sec. 3313.603.</b> (A) As used in this section:	269
(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.	270 271 272 273
(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.	274 275 276 277

(B) Beginning September 15, 2001, except as required in	278
division (C) of this section and division (C) of section	279
3313.614 of the Revised Code, the requirements for graduation	280
from every high school shall include twenty units earned in	281
grades nine through twelve and shall be distributed as follows:	282
(1) English language arts, four units;	283
(2) Health, one-half unit;	284
(3) Mathematics, three units;	285
(4) Physical education, one-half unit;	286
(5) Science, two units until September 15, 2003, and three	287
units thereafter, which at all times shall include both of the	288
following:	289
(a) Biological sciences, one unit;	290
(b) Physical sciences, one unit.	291
(6) History and government, one unit, which shall comply	292
with division (M) of this section and shall include both of the	293
following:	294
(a) American history, one-half unit;	295
(b) American government, one-half unit.	296
(7) Social studies, two units.	297
Beginning with students who enter ninth grade for the	298
first time on or after July 1, 2017, the two units of	299
instruction prescribed by division (B) (7) of this section shall	300
include at least one-half unit of instruction in the study of	301
world history and civilizations.	302
(8) Elective units, seven units until September 15, 2003,	303

and six units thereafter. 304

Each student's electives shall include at least one unit, 305  
or two half units, chosen from among the areas of 306  
business/technology, fine arts, and/or foreign language. 307

(C) Beginning with students who enter ninth grade for the 308  
first time on or after July 1, 2010, except as provided in 309  
divisions (D) to (F) of this section, the requirements for 310  
graduation from every public and chartered nonpublic high school 311  
shall include twenty units that are designed to prepare students 312  
for the workforce and college. The units shall be distributed as 313  
follows: 314

(1) English language arts, four units; 315

(2) Health, one-half unit, which shall include instruction 316  
in nutrition and the benefits of nutritious foods and physical 317  
activity for overall health; 318

(3) Mathematics, four units, which shall include one unit 319  
of algebra II or the equivalent of algebra II, or one unit of 320  
advanced computer science as described in the standards adopted 321  
pursuant to division (A) (4) of section 3301.079 of the Revised 322  
Code. However, students who enter ninth grade for the first time 323  
on or after July 1, 2015, and who are pursuing a career- 324  
technical instructional track shall not be required to take 325  
algebra II or advanced computer science, and instead may 326  
complete a career-based pathway mathematics course approved by 327  
the department of education and workforce as an alternative. 328

For students who choose to take advanced computer science 329  
in lieu of algebra II under division (C) (3) of this section, the 330  
school shall communicate to those students that some 331  
institutions of higher education may require algebra II for the 332

purpose of college admission. Also, the parent, guardian, or 333  
legal custodian of each student who chooses to take advanced 334  
computer science in lieu of algebra II shall sign and submit to 335  
the school a document containing a statement acknowledging that 336  
not taking algebra II may have an adverse effect on college 337  
admission decisions. 338

A student may fulfill one unit of mathematics under 339  
division (C) (3) of this section by completing one-half unit of 340  
financial literacy instruction to satisfy the requirement 341  
prescribed under division (C) (9) of this section and one-half 342  
unit of a mathematics course. The one-half unit course in 343  
mathematics shall not be in algebra II, or its equivalent, or a 344  
course for which the department requires an end-of-course 345  
examination under section 3301.0712 of the Revised Code. 346

Students who choose to take one unit of advanced computer 347  
science in lieu of algebra II, as described in division (C) (3) 348  
of this section, shall not be permitted to complete one-half 349  
unit of financial literacy instruction to satisfy the 350  
mathematics unit requirements of that division. Instead, those 351  
students shall be required to complete the one-half unit of 352  
financial literacy instruction under division (C) (8) of this 353  
section. 354

(4) Physical education, one-half unit; 355

(5) Science, three units with inquiry-based laboratory 356  
experience that engages students in asking valid scientific 357  
questions and gathering and analyzing information, which shall 358  
include the following, or their equivalent: 359

(a) Physical sciences, one unit; 360

(b) Life sciences, one unit; 361

(c) Advanced study in one or more of the following	362
sciences, one unit:	363
(i) Chemistry, physics, or other physical science;	364
(ii) Advanced biology or other life science;	365
(iii) Astronomy, physical geology, or other earth or space	366
science;	367
(iv) Computer science.	368
No student shall substitute a computer science course for	369
a life sciences or biology course under division (C) (5) of this	370
section.	371
(6) History and government, one unit, which shall comply	372
with division (M) of this section and shall include both of the	373
following:	374
(a) American history, one-half unit;	375
(b) American government, one-half unit.	376
(7) Social studies, two units.	377
Beginning with students who enter ninth grade for the	378
first time on or after July 1, 2017, the two units of	379
instruction prescribed by division (C) (7) of this section shall	380
include at least one-half unit of instruction in the study of	381
world history and civilizations.	382
(8) Five units consisting of one or any combination of	383
foreign language, fine arts, business, career-technical	384
education, family and consumer sciences, technology which may	385
include computer science, agricultural education, a junior	386
reserve officer training corps (JROTC) program approved by the	387
congress of the United States under title 10 of the United	388

States Code, or English language arts, mathematics, science, or 389  
social studies courses not otherwise required under division (C) 390  
of this section. 391

One-half unit of instruction under division (C) (8) of this 392  
section may be instruction in financial literacy to satisfy the 393  
requirement under division (C) (9) of this section. 394

(9) (a) Except as provided in division (C) (9) (b) of this 395  
section, for students who enter ninth grade for the first time 396  
on or after July 1, 2022, financial literacy, one-half unit. 397  
Each student shall elect to complete the one-half unit of 398  
instruction in financial literacy either in lieu of one-half 399  
unit of instruction in mathematics under division (C) (3) of this 400  
section or an elective under division (C) (8) of this section. A 401  
student may fulfill the financial literacy instruction 402  
requirement under division (C) (9) of this section through the 403  
successful completion of an advanced placement course in 404  
microeconomics or macroeconomics. 405

(b) A student attending a nonpublic school accredited 406  
through the independent schools association of the central 407  
states or any other chartered nonpublic school shall not be 408  
required to complete the one-half unit of financial literacy 409  
instruction prescribed in division (C) (9) (a) of this section, 410  
unless that student is attending the school under a state 411  
scholarship program as defined in section 3301.0711 of the 412  
Revised Code. 413

The study and instruction of financial literacy required 414  
under division (C) (9) of this section shall align with the 415  
academic content standards for financial literacy and 416  
entrepreneurship adopted under division (A) (2) of section 417  
3301.079 of the Revised Code. The instruction provided under an 418

advanced placement course in microeconomics or macroeconomics 419  
shall be considered to be aligned with those academic content 420  
standards. In developing the curriculum for the study and 421  
instruction of financial literacy, schools may use available 422  
public-private partnerships and resources and materials that 423  
exist in business, industry, and through the centers for 424  
economics education at institutions of higher education. 425

Ohioans must be prepared to apply increased knowledge and 426  
skills in the workplace and to adapt their knowledge and skills 427  
quickly to meet the rapidly changing conditions of the twenty- 428  
first century. National studies indicate that all high school 429  
graduates need the same academic foundation, regardless of the 430  
opportunities they pursue after graduation. The goal of Ohio's 431  
system of elementary and secondary education is to prepare all 432  
students for and seamlessly connect all students to success in 433  
life beyond high school graduation, regardless of whether the 434  
next step is entering the workforce, beginning an 435  
apprenticeship, engaging in post-secondary training, serving in 436  
the military, or pursuing a college degree. 437

The requirements for graduation prescribed in division (C) 438  
of this section are the standard expectation for all students 439  
entering ninth grade for the first time at a public or chartered 440  
nonpublic high school on or after July 1, 2010. A student may 441  
satisfy this expectation through a variety of methods, 442  
including, but not limited to, integrated, applied, career- 443  
technical, and traditional coursework. 444

Stronger coordination between high schools and 445  
institutions of higher education is necessary to prepare 446  
students for more challenging academic endeavors and to lessen 447  
the need for academic remediation in college, thereby reducing 448



the costs of higher education for Ohio's students, families, and 449  
the state. The department and the chancellor of higher education 450  
shall develop policies to ensure that only in rare instances 451  
will students who complete the requirements for graduation 452  
prescribed in division (C) of this section require academic 453  
remediation after high school. 454

School districts, community schools, and chartered 455  
nonpublic schools shall integrate technology into learning 456  
experiences across the curriculum in order to maximize 457  
efficiency, enhance learning, and prepare students for success 458  
in the technology-driven twenty-first century. Districts and 459  
schools shall use distance and web-based course delivery as a 460  
method of providing or augmenting all instruction required under 461  
this division, including laboratory experience in science. 462  
Districts and schools shall utilize technology access and 463  
electronic learning opportunities provided by the broadcast 464  
educational media commission, chancellor, the Ohio learning 465  
network, education technology centers, public television 466  
stations, and other public and private providers. 467

(D) Except as provided in division (E) of this section, a 468  
student who enters ninth grade on or after July 1, 2010, and 469  
before July 1, 2016, may qualify for graduation from a public or 470  
chartered nonpublic high school even though the student has not 471  
completed the requirements for graduation prescribed in division 472  
(C) of this section if all of the following conditions are 473  
satisfied: 474

(1) During the student's third year of attending high 475  
school, as determined by the school, the student and the 476  
student's parent, guardian, or custodian sign and file with the 477  
school a written statement asserting the parent's, guardian's, 478

or custodian's consent to the student's graduating without 479  
completing the requirements for graduation prescribed in 480  
division (C) of this section and acknowledging that one 481  
consequence of not completing those requirements is 482  
ineligibility to enroll in most state universities in Ohio 483  
without further coursework. 484

(2) The student and parent, guardian, or custodian fulfill 485  
any procedural requirements the school stipulates to ensure the 486  
student's and parent's, guardian's, or custodian's informed 487  
consent and to facilitate orderly filing of statements under 488  
division (D)(1) of this section. Annually, each district or 489  
school shall notify the department of the number of students who 490  
choose to qualify for graduation under division (D) of this 491  
section and the number of students who complete the student's 492  
success plan and graduate from high school. 493

(3) The student and the student's parent, guardian, or 494  
custodian and a representative of the student's high school 495  
jointly develop a student success plan for the student in the 496  
manner described in division (C)(1) of section 3313.6020 of the 497  
Revised Code that specifies the student matriculating to a two- 498  
year degree program, acquiring a business and industry- 499  
recognized credential, or entering an apprenticeship. 500

(4) The student's high school provides counseling and 501  
support for the student related to the plan developed under 502  
division (D)(3) of this section during the remainder of the 503  
student's high school experience. 504

(5) (a) Except as provided in division (D)(5)(b) of this 505  
section, the student successfully completes, at a minimum, the 506  
curriculum prescribed in division (B) of this section. 507

(b) Beginning with students who enter ninth grade for the first time on or after July 1, 2014, a student shall be required to complete successfully, at the minimum, the curriculum prescribed in division (B) of this section, except as follows:	508 509 510 511
(i) Mathematics, four units, one unit which shall be one of the following:	512 513
(I) Probability and statistics;	514
(II) Computer science;	515
(III) Applied mathematics or quantitative reasoning;	516
(IV) Any other course approved by the department using standards established by the superintendent not later than October 1, 2014.	517 518 519
(ii) Elective units, five units;	520
(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.	521 522 523 524
(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 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:	525 526 527 528 529 530 531
(1) A minimum high school curriculum that requires more than twenty units of academic credit to graduate;	532 533
(2) An exception to the district's or school's minimum	534

high school curriculum that is comparable to the exception 535  
provided in division (D) of this section but with additional 536  
requirements, which may include a requirement that the student 537  
successfully complete more than the minimum curriculum 538  
prescribed in division (B) of this section; 539

(3) That no exception comparable to that provided in 540  
division (D) of this section is available. 541

If a school district or chartered nonpublic school 542  
requires a foreign language as an additional graduation 543  
requirement under division (E) of this section, a student may 544  
apply one unit of instruction in computer coding to satisfy one 545  
unit of foreign language. If a student applies more than one 546  
computer coding course to satisfy the foreign language 547  
requirement, the courses shall be sequential and progressively 548  
more difficult. 549

(F) A student enrolled in a dropout prevention and 550  
recovery program, which program has received a waiver from the 551  
department, may qualify for graduation from high school by 552  
successfully completing a competency-based instructional program 553  
administered by the dropout prevention and recovery program in 554  
lieu of completing the requirements for graduation prescribed in 555  
division (C) of this section. The department shall grant a 556  
waiver to a dropout prevention and recovery program, within 557  
sixty days after the program applies for the waiver, if the 558  
program meets all of the following conditions: 559

(1) The program serves only students not younger than 560  
sixteen years of age and not older than twenty-one years of age. 561

(2) The program enrolls students who, at the time of their 562  
initial enrollment, either, or both, are at least one grade 563

level behind their cohort age groups or experience crises that 564  
significantly interfere with their academic progress such that 565  
they are prevented from continuing their traditional programs. 566

(3) The program requires students to attain at least the 567  
applicable score designated for each of the assessments 568  
prescribed under division (B)(1) of section 3301.0710 of the 569  
Revised Code or, to the extent prescribed by rule of the 570  
department under division (D)(5) of section 3301.0712 of the 571  
Revised Code, division (B)(2) of that section. 572

(4) The program develops a student success plan for the 573  
student in the manner described in division (C)(1) of section 574  
3313.6020 of the Revised Code that specifies the student's 575  
matriculating to a two-year degree program, acquiring a business 576  
and industry-recognized credential, or entering an 577  
apprenticeship. 578

(5) The program provides counseling and support for the 579  
student related to the plan developed under division (F)(4) of 580  
this section during the remainder of the student's high school 581  
experience. 582

(6) The program requires the student and the student's 583  
parent, guardian, or custodian to sign and file, in accordance 584  
with procedural requirements stipulated by the program, a 585  
written statement asserting the parent's, guardian's, or 586  
custodian's consent to the student's graduating without 587  
completing the requirements for graduation prescribed in 588  
division (C) of this section and acknowledging that one 589  
consequence of not completing those requirements is 590  
ineligibility to enroll in most state universities in Ohio 591  
without further coursework. 592

(7) Prior to receiving the waiver, the program has 593  
submitted to the department an instructional plan that 594  
demonstrates how the academic content standards adopted by the 595  
department under section 3301.079 of the Revised Code will be 596  
taught and assessed. 597

(8) Prior to receiving the waiver, the program has 598  
submitted to the department a policy on career advising that 599  
satisfies the requirements of section 3313.6020 of the Revised 600  
Code, with an emphasis on how every student will receive career 601  
advising. 602

(9) Prior to receiving the waiver, the program has 603  
submitted to the department a written agreement outlining the 604  
future cooperation between the program and any combination of 605  
local job training, postsecondary education, nonprofit, and 606  
health and social service organizations to provide services for 607  
students in the program and their families. 608

Divisions (F) (8) and (9) of this section apply only to 609  
waivers granted on or after July 1, 2015. 610

If the department does not act either to grant the waiver 611  
or to reject the program application for the waiver within sixty 612  
days as required under this section, the waiver shall be 613  
considered to be granted. 614

(G) Every high school may permit students below the ninth 615  
grade to take advanced work. If a high school so permits, it 616  
shall award high school credit for successful completion of the 617  
advanced work and shall count such advanced work toward the 618  
graduation requirements of division (B) or (C) of this section 619  
if the advanced work was both: 620

(1) Taught by a person who possesses a license or 621

certificate issued under section 3301.071, 3319.22, or 3319.222 622  
of the Revised Code that is valid for teaching high school; 623

(2) Designated by the board of education of the city, 624  
local, or exempted village school district, the board of the 625  
cooperative education school district, or the governing 626  
authority of the chartered nonpublic school as meeting the high 627  
school curriculum requirements. 628

Each high school shall record on the student's high school 629  
transcript all high school credit awarded under division (G) of 630  
this section. In addition, if the student completed a seventh- 631  
or eighth-grade fine arts course described in division (K) of 632  
this section and the course qualified for high school credit 633  
under that division, the high school shall record that course on 634  
the student's high school transcript. 635

(H) The department shall make its individual academic 636  
career plan available through its Ohio career information system 637  
web site for districts and schools to use as a tool for 638  
communicating with and providing guidance to students and 639  
families in selecting high school courses. 640

(I) A school district or chartered nonpublic school may 641  
integrate academic content in a subject area for which the 642  
department has adopted standards under section 3301.079 of the 643  
Revised Code into a course in a different subject area, 644  
including a career-technical education course, in accordance 645  
with guidance for integrated coursework developed by the 646  
department. Upon successful completion of an integrated course, 647  
a student may receive credit for both subject areas that were 648  
integrated into the course. Units earned for subject area 649  
content delivered through integrated academic and career- 650  
technical instruction are eligible to meet the graduation 651

requirements of division (B) or (C) of this section. 652

For purposes of meeting graduation requirements, if an 653  
end-of-course examination has been prescribed under section 654  
3301.0712 of the Revised Code for the subject area delivered 655  
through integrated instruction, the school district or school 656  
may administer the related subject area examinations upon the 657  
student's completion of the integrated course. 658

Nothing in division (I) of this section shall be construed 659  
to excuse any school district, chartered nonpublic school, or 660  
student from any requirement in the Revised Code related to 661  
curriculum, assessments, or the awarding of a high school 662  
diploma. 663

(J) (1) The department, in consultation with the 664  
chancellor, shall adopt a statewide plan implementing methods 665  
for students to earn units of high school credit based on a 666  
demonstration of subject area competency, instead of or in 667  
combination with completing hours of classroom instruction. The 668  
plan shall include a standard method for recording demonstrated 669  
proficiency on high school transcripts. Each school district and 670  
community school shall comply with the department's plan adopted 671  
under this division and award units of high school credit in 672  
accordance with the plan. The department may adopt existing 673  
methods for earning high school credit based on a demonstration 674  
of subject area competency as necessary prior to the 2009-2010 675  
school year. 676

(2) The department shall update the statewide plan adopted 677  
pursuant to division (J) (1) of this section to also include 678  
methods for students enrolled in seventh and eighth grade to 679  
meet curriculum requirements based on a demonstration of subject 680  
area competency, instead of or in combination with completing 681



hours of classroom instruction. Beginning with the 2017-2018 682  
school year, each school district and community school also 683  
shall comply with the updated plan adopted pursuant to this 684  
division and permit students enrolled in seventh and eighth 685  
grade to meet curriculum requirements based on subject area 686  
competency in accordance with the plan. 687

(3) The department shall develop a framework for school 688  
districts and community schools to use in granting units of high 689  
school credit to students who demonstrate subject area 690  
competency through work-based learning experiences, internships, 691  
or cooperative education. Beginning with the 2018-2019 school 692  
year, each district and community school shall comply with the 693  
framework. Each district and community school also shall review 694  
any policy it has adopted regarding the demonstration of subject 695  
area competency to identify ways to incorporate work-based 696  
learning experiences, internships, and cooperative education 697  
into the policy in order to increase student engagement and 698  
opportunities to earn units of high school credit. 699

(K) This division does not apply to students who qualify 700  
for graduation from high school under division (D) or (F) of 701  
this section, or to students pursuing a career-technical 702  
instructional track as determined by the school district board 703  
of education or the chartered nonpublic school's governing 704  
authority. Nevertheless, the general assembly encourages such 705  
students to consider enrolling in a fine arts course as an 706  
elective. 707

Beginning with students who enter ninth grade for the 708  
first time on or after July 1, 2010, each student enrolled in a 709  
public or chartered nonpublic high school shall complete two 710  
semesters or the equivalent of fine arts to graduate from high 711

school. The coursework may be completed in any of grades seven 712  
to twelve. Each student who completes a fine arts course in 713  
grade seven or eight may elect to count that course toward the 714  
five units of electives required for graduation under division 715  
(C) (8) of this section, if the course satisfied the requirements 716  
of division (G) of this section. In that case, the high school 717  
shall award the student high school credit for the course and 718  
count the course toward the five units required under division 719  
(C) (8) of this section. If the course in grade seven or eight 720  
did not satisfy the requirements of division (G) of this 721  
section, the high school shall not award the student high school 722  
credit for the course but shall count the course toward the two 723  
semesters or the equivalent of fine arts required by this 724  
division. 725

(L) Notwithstanding anything to the contrary in this 726  
section, the board of education of each school district and the 727  
governing authority of each chartered nonpublic school may adopt 728  
a policy to excuse from the high school physical education 729  
requirement each student who, during high school, has 730  
participated in interscholastic athletics, marching band, show 731  
choir, or cheerleading for at least two full seasons or in the 732  
junior reserve officer training corps for at least two full 733  
school years. If the board or authority adopts such a policy, 734  
the board or authority shall not require the student to complete 735  
any physical education course as a condition to graduate. 736  
However, the student shall be required to complete one-half 737  
unit, consisting of at least sixty hours of instruction, in 738  
another course of study. In the case of a student who has 739  
participated in the junior reserve officer training corps for at 740  
least two full school years, credit received for that 741  
participation may be used to satisfy the requirement to complete 742

one-half unit in another course of study. 743

(M) It is important that high school students learn and 744  
understand United States history and the governments of both the 745  
United States and the state of Ohio. Therefore, beginning with 746  
students who enter ninth grade for the first time on or after 747  
July 1, 2012, the study of American history and American 748  
government required by divisions (B) (6) and (C) (6) of this 749  
section shall include the study of all of the following 750  
documents: 751

(1) The Declaration of Independence; 752

(2) The Northwest Ordinance; 753

(3) The Constitution of the United States with emphasis on 754  
the Bill of Rights; 755

(4) The Ohio Constitution. 756

The study of each of the documents prescribed in divisions 757  
(M) (1) to (4) of this section shall include study of that 758  
document in its original context. 759

The study of American history and government required by 760  
divisions (B) (6) and (C) (6) of this section shall include the 761  
historical evidence of the role of documents such as the 762  
Federalist Papers and the Anti-Federalist Papers to firmly 763  
establish the historical background leading to the establishment 764  
of the provisions of the Constitution and Bill of Rights. 765

(N) A student may apply one unit of instruction in 766  
computer science to satisfy one unit of mathematics or one unit 767  
of science under division (C) of this section as the student 768  
chooses, regardless of the field of certification of the teacher 769  
who teaches the course, so long as that teacher meets the 770

licensure requirements prescribed by section 3319.236 of the Revised Code and, prior to teaching the course, completes a professional development program determined to be appropriate by the district board.

If a student applies more than one computer science course to satisfy curriculum requirements under that division, the courses shall be sequential and progressively more difficult or cover different subject areas within computer science.

**Sec. 3319.238.** (A) Except as provided in division (F) of this section, beginning with the 2024-2025 school year, a school district shall require an individual to have an educator license validation in financial literacy to provide financial literacy instruction under division (C) (9) of section 3313.603 of the Revised Code.

(B) To obtain a license validation in financial literacy, an individual shall hold a valid educator license issued under section 3319.22 or 3319.26 of the Revised Code or a permanent teaching certificate issued under former law and meet additional requirements adopted under rules by the state board of education.

(C) Prior to adopting rules under division (B) of this section, the state board shall establish and consult with an advisory committee of at least four classroom teachers and one expert in financial literacy instruction for classroom teachers. The classroom teachers shall include a representative of each of the following:

- (1) The Ohio council of teachers of mathematics;
- (2) The Ohio council for the social studies;
- (3) The Ohio business educators association;

(4) The Ohio association of teachers of family and consumer sciences.	800 801
(D) Each district shall pay for any costs necessary for an individual employed by the district who is required under division (A) of this section to meet the additional requirements adopted by the state board under division (B) of this section. The district may seek reimbursement from the department of education for those costs under section 3319.239 of the Revised Code.	802 803 804 805 806 807 808
(E) This section does not apply to any chartered nonpublic school.	809 810
(F) A classroom teacher who holds a valid educator license or endorsement that is required to provide instruction in social studies, family and consumer sciences, <u>mathematics</u> , or business education shall not be required to have a validation prescribed under this section to provide financial literacy instruction under division (C)(9) of section 3313.603 of the Revised Code. A teacher to which this division applies may obtain the validation described in division (A) of this section at the district's expense.	811 812 813 814 815 816 817 818 819
<b>Section 2.</b> That existing sections 3301.079, 3313.603, and 3319.238 of the Revised Code are hereby repealed.	820 821