

STATE OF OKLAHOMA

2nd Session of the 47th Legislature (2000)

COMMITTEE SUBSTITUTE
FOR
HOUSE BILL NO. 2622

By: Askins

COMMITTEE SUBSTITUTE

An Act relating to schools; amending 70 O.S. 1991, Section 11-103.6, as amended by Section 1, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Section 11-103.6), which relates to curriculum standards; expanding core curriculum units to include sets of competencies; modifying required and optional core curriculum courses; requiring content and standards of courses to be at or above certain level; adding requirement for certain technology courses; adding requirement for certain arts courses; adding requirement for area of concentration courses; allowing certain flexibility; requiring certain elective courses; allowing courses to be taught at high school or area vocational-technical schools; providing certain definitions; directing the State Board of Education to work with school districts on approving courses; clarifying responsibility of school districts to pay for concurrent enrollment courses; allowing courses to be taken in any sequence; requiring school districts meet a six-hour day; allowing academic credit for certain courses; providing opportunity for an individual advisement session for students; stating purpose of the session; allowing credit for an International Baccalaureate Diploma; amending Section 39, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Section 2612), which relates to eligibility for the Oklahoma Tuition Scholarship Program; deleting certain qualification criteria; adding certain qualification criteria; repealing Section 1, Chapter 251, O.S.L. 1998, as amended by Section 2, Chapter 320, O.S.L. 1999 and Section 2, Chapter 251, O.S.L. 1998, as amended by Section 3, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Sections 11-103.2c and 11-103.2d), which relate to the diploma of honor; providing an effective date; and declaring an emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 1991, Section 11-103.6, as amended by Section 1, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Section 11-103.6), is amended to read as follows:

Section 11-103.6 A. The State Board of Education shall adopt curricular standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies and communication. All students shall gain literacy at the elementary and secondary levels through a core curriculum. Students must develop skills in reading, writing, speaking, computing and critical thinking. They also must learn about cultures and environments - their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with vocational-technical education schools. The core curriculum shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all students for employment and/or ~~post-secondary~~ postsecondary education.

B. Beginning with the ~~2002-2003~~ 2003-2004 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following core curriculum units or sets of competencies at the secondary level:

1. Language Arts - 4 units or sets of competencies, to consist of 1 unit or set of competencies of grammar and composition, and 3 units ~~from the following language arts electives -~~ or sets of competencies which may include, but are not limited to the following courses: American Literature ~~or~~, English Literature ~~(which are required to qualify for the diploma of honor as provided for in Section 11-103.2 of this title)~~, World Literature, Advanced English Courses, ~~or Speech~~ English 9, 10, 11 and 12, English I, II, III, IV,

or other English courses with content and standards above the required grammar and composition;

2. Mathematics - 3 units or sets of competencies, to consist of 1 unit or set of competencies of Algebra I or Applied Math I when the course has the content and standards of Algebra I but is taught in a contextual methodology, and 2 units ~~from the following mathematics electives~~ or sets of competencies which may include but are not limited to the following courses: Algebra II ~~or~~, Geometry (which are required to qualify for the diploma of honor as provided for in Section 11-103.2 of this title), Trigonometry, Math Analysis or Precalculus, Calculus, Statistics and/or Probability, Mathematics of Finance, Applied Mathematics I and II when the course has the content and standards of Geometry but is taught in a contextual methodology, ~~or Computer Science. Provided, credit may be granted for Applied Mathematics I and II and Computer Science whether taught at the comprehensive high school or at a vocational-technical school~~ or other mathematics courses with content and standards above the required Algebra I or Applied Mathematics I;

3. Science - 3 units or sets of competencies, to consist of 1 unit or set of competencies of Biology I or Applied Biology/Chemistry when the course has the content and standards of Biology I but is taught in a contextual methodology, and 2 units ~~from the following science electives~~ or sets of competencies in the areas of life, physical or earth science which may include but are not limited to the following courses: Chemistry I ~~or~~, Physics/Principles of Technology (which are required to qualify for the diploma of honor as provided for in Section 11-103.2 of this title), Biology II, Chemistry II, Physical Science, Earth Science, Botany, Zoology, Anatomy/Physiology, Astronomy, ~~or Applied Science (Biology/Chemistry, Physics, and Technology) or Physics~~, the 4th year of agriculture science education when taken in the twelfth grade. ~~Provided, credit may be granted for the Applied Science~~

~~(Biology/Chemistry, Physics, and Technology) whether taught at the comprehensive high school or at a vocational-technical school, or other science courses with content and standards above the required Biology I or Applied Biology/Chemistry; and~~

4. Social Studies - 3 units or sets of competencies, to consist of ~~1 unit~~ 1 1/2 units or set of competencies of United States History, ~~1/2 to 1 unit of United States Government, 1/2 unit of~~ and Oklahoma History, and 1/2 to 1 unit from the following social studies electives - 1 1/2 units or sets of competencies which may include but are not limited to the following courses: World History ~~(which is required to qualify for the diploma of honor as provided for in Section 11-103.2 of this title),~~ United States Government, Geography, Economics, Marketing Fundamentals, Anthropology, Psychology, ~~or~~ Sociology or other social studies courses with content and standards above the required United States and Oklahoma History;

5. Technology Applications - 1 unit or set of competencies which may include but is not limited to the following courses: Computer Science, Technology Education, Business/Computer Technology, Multimedia, Information Technology and Network Administration, or Electronic Commerce and Web Services;

6. Arts - 2 units or sets of competencies which may include but are not limited to the following courses: Art, Music, Drama, Speech, Chorus, Band, Orchestra, Computer Graphic Design, or Commercial Art Courses; and

7. Concentration for Postsecondary Preparation - 4 units or sets of competencies from any of the following options:

- a. Arts and Science Concentration Option - 4 units or sets of competencies above the content and rigor of the required core taken in any combination selected from but not limited to the following courses:
Precalculus, Calculus, Math Analysis, Statistics or

Probability, Trigonometry, Biology II, Chemistry II, Physics/Principles of Technology, or other advanced science, mathematics, foreign language, fine arts, visual or written communications or social studies courses,

b. Career and Technical Concentration Option - 4 units or sets of competencies consisting of a sequence of courses for career and technology preparation leading to competency in at least one broad career/technical area. Credit shall be given for vocational-technical education courses taken within this concentration, and

c. Specialized Study Concentration Option - 4 units or sets of competencies selected from courses recommended during a planning session with the student, parent or guardian and school official designed to meet the unique career and educational goals of the student. The combination of selected courses shall be above the content and rigor of the required core. The selected courses or sets of competencies shall provide appropriate content for postsecondary preparation of the student. Any change in this option shall be approved by the parent or guardian. Academic courses, technical application, and vocational-technical courses may be selected in any combination within this option.

C. Students shall have the ability to change area of concentration for postsecondary preparation options at any time during their secondary grade years.

D. In addition to the 20 units or sets of competencies of core curriculum requirements established in subsection B of this section, in order to graduate from a public high school accredited by the State Board of Education students shall complete 4 units or sets of

competencies of electives selected from courses recommended by the local school district.

E. Credit for core curriculum courses required pursuant to subsection B of this section shall be given whether taught at the comprehensive high school or area vocational-technical school.

F. For purposes of this section, ~~a:~~

1. "unit" "Unit" means a Carnegie Unit as defined by the North Central Association's Commission on Schools;

2. "Contextual methodology" means academic content and skills taught by utilizing real world problems and projects; and

3. "Sets of competencies" means those skills or competencies specified in the Priority Academic Student Skills (PASS) adopted by the Board of Education pursuant to this section and all other skills or competencies as specified by the Board.

~~C.~~ G. 1. The State Board of Education shall adopt a plan to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses taught to meet the graduation requirements as specified in subsection B of this section.

2. The State Board of Education shall allow as much option at the local district level as is possible without diminishing the rigor or undermining the intent of providing these courses. The State Board of Education shall work with local school districts in reviewing and approving courses taught by districts that are not specifically listed in subsection B of this section. Local options may include, but shall not be limited to, ~~comparable~~ courses taken by concurrent enrollment ~~or~~, advanced placement, ~~and comparable or~~ courses bearing different titles with the same or more rigor and content than those courses listed in subsection B of this section.

3. Advanced Placement and International Baccalaureate courses may be substituted on a course-by-course basis in the core subject

areas to satisfy the academic units or sets of competencies required for high school graduation.

4. Credit for the courses required in subsection B of this section shall be given when such courses are taken in the seventh or eighth grades if the teachers are certified to teach the courses at the intermediate or secondary level and the required course rigor is maintained. All units or sets of competencies required for graduation may be taken at any secondary grade level and in any sequence recommended by the local school district.

~~D.~~ H. As a condition of receiving accreditation from the State Board of Education, all students in grades nine through twelve shall enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes. School districts shall be required to provide the six periods or equivalent block scheduling in a school day that consists of not less than six (6) hours as required in Section 1-111 of this title.

~~E.~~ I. Courses designed to offer sets of competencies integrated or embedded within academic and vocational-technical courses to provide for the teaching and learning of all of the skills and knowledge in the Priority Academic Student Skills (PASS) adopted by the State Board of Education may be awarded academic credit and counted toward meeting the graduation requirements upon completion of the skills. The State Board of Education shall provide an option for high school graduation based upon attainment of the desired levels of competencies as required in tests pursuant to the provisions of Section 1210.508 of this title. Such option shall be in lieu of the amount of course credits earned.

~~F.~~ J. The State Board of Education shall prescribe, adopt and approve a promotion system based on the attainment by students of specified levels of competencies in each area of the core

curriculum. Provided, however, that children who have individualized education plans pursuant to the Individuals with Disabilities Education Act (IDEA), P.L. No. 101-476 may be exempted from the requirements of this subsection.

K. An opportunity for an individual advisement session with students, parents or guardians, and a school staff member shall be provided prior to the ninth-grade enrollment of the student. The purpose of the session shall be to develop a plan of high school courses the student should take and to develop strategies for achieving the postsecondary goals of the student.

L. An eleventh- or twelfth-grade student enrolled in an accredited high school may be admitted provisionally to a college or university as a special student if the student meets the requirements for admissions set forth by the Oklahoma State Regents for Higher Education. A school district may count in its average daily membership any student who is participating in concurrent enrollment. In determining a legal school day for a student who is concurrently enrolled the district shall use a combination of local school enrollment and college enrollment. Travel time necessary for a student to participate in concurrent enrollment at a college or university may be counted toward meeting the six-hour school day requirements as set forth in Section 1-111 of this title.

M. Any student who earns an International Baccalaureate Diploma shall also qualify for and be awarded a standard diploma.

SECTION 2. AMENDATORY Section 39, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Section 2612), is amended to read as follows:

Section 2612. A. To be eligible to participate in the Oklahoma Tuition Scholarship Program and qualify for payment of general enrollment fees pursuant to Section ~~40~~ 2613 of this ~~act~~ title, a student shall:

1. Be a resident of this state for a minimum of two (2) calendar years immediately prior to high school graduation. Provided, a student who is a dependent of a member of the armed services stationed in Oklahoma shall be eligible as a resident of the state for purposes of this section as long as the member is stationed in the state in full-time military service and under military orders;

2. Have graduated from a high school accredited by the State Board of Education or the Oklahoma School of Science and Mathematics and have been awarded a standard diploma ~~of honor~~ as provided for in Section ~~11-103.2e~~ 11-103.6 of ~~Title 70 of the Oklahoma Statutes~~ this title;

3. Graduated with a grade point average of 3.0 or higher on an unweighted 4.0 scale;

4. Have obtained a score of 22 or higher on the American College Test;

~~4.~~ 5. Have a total adjusted gross family income from taxable and nontaxable sources of not more than Seventy Thousand Dollars (\$70,000.00);

~~5.~~ 6. Have satisfied admission standards as determined by the Oklahoma State Regents for Higher Education for first-time-entering students for the appropriate type of institution or, if attending a private institution of higher learning located within the state and accredited pursuant to Section 4103 of ~~Title 70 of the Oklahoma Statutes~~ this title or a postsecondary vocational-technical program or course offered pursuant to a duly approved cooperative agreement between an area vocational-technical school and an institution of The Oklahoma State System of Higher Education, have satisfied the admission standards for that private institution or vocational-technical program;

~~6.~~ 7. Have secured admission to, and enrolled in, an institution which is a member of The Oklahoma State System of Higher

Education, a postsecondary vocational-technical program or course offered pursuant to a duly approved cooperative agreement between an area vocational-technical school and an institution of The Oklahoma State System of Higher Education, or a private institution of higher learning located within this state and accredited pursuant to Section 4103 of ~~Title 70 of the Oklahoma Statutes~~ this title;

~~7.~~ 8. Have made application for state and federal tuition aid programs; and

~~8.~~ 9. Not have been adjudicated as a delinquent for an offense defined in Section 571 of Title 57 of the Oklahoma Statutes as an exception to a nonviolent offense or convicted as an adult of an offense defined in Section 571 of Title 57 of the Oklahoma Statutes as an exception to a nonviolent offense.

B. To retain eligibility while pursuing the program of higher learning in which enrolled, the student shall:

1. Maintain a minimum 2.75 cumulative grade point average on a 4.0 scale;

2. Maintain good academic standing and satisfactory academic progress according to standards of the Oklahoma State Regents for Higher Education; and

3. Comply with the standards related to maintenance of eligibility as promulgated by the Oklahoma State Regents for Higher Education.

C. The Oklahoma State Regents for Higher Education shall promulgate rules relating to maintenance of eligibility under the Oklahoma Tuition Scholarship Program by a student.

SECTION 3. REPEALER Section 1, Chapter 251, O.S.L. 1998, as amended by Section 2, Chapter 320, O.S.L. 1999 and Section 2, Chapter 251, O.S.L. 1998, as amended by Section 3, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Sections 11-103.2c and 11-103.2d), are hereby repealed.

SECTION 4. This act shall become effective July 1, 2000.

SECTION 5. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

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