

1 STATE OF OKLAHOMA

2 1st Session of the 51st Legislature (2007)

3 SENATE BILL 483

By: Wilcoxson

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5
6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2001,
8 Section 11-103.6, as last amended by Section 2,
9 Chapter 289, O.S.L. 2006 (70 O.S. Supp. 2006, Section
10 11-103.6), which relates to high school graduation
11 requirements; directing school districts to require
12 certain meeting and written statement prior to
13 student enrollment in certain curriculum; limiting
14 student enrollment in certain curriculum; specifying
15 additional contents of certain report; providing an
16 effective date; and declaring an emergency.

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

18 SECTION 1. AMENDATORY 70 O.S. 2001, Section 11-103.6, as
19 last amended by Section 2, Chapter 289, O.S.L. 2006 (70 O.S. Supp.
20 2006, Section 11-103.6), is amended to read as follows:

21 Section 11-103.6 A. The State Board of Education shall adopt
22 curricular standards for instruction of students in the public
23 schools of this state that are necessary to ensure there is
24 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

1 develop skills in reading, writing, speaking, computing and critical
2 thinking. They also must learn about cultures and environments -
3 their own and those of others with whom they share the earth.
4 Students, therefore, must study social studies, literature,
5 languages, the arts, mathematics and science. Such curricula shall
6 provide for the teaching of a hands-on career exploration program in
7 cooperation with technology center schools. The core curriculum
8 shall be designed to teach the competencies for which students shall
9 be tested as provided in Section 1210.508 of this title, and shall
10 be designed to prepare all students for employment and/or
11 postsecondary education.

12 B. Beginning with students entering the ninth grade in the
13 2006-07 school year and subject to the provisions of subsection C of
14 this section, in order to graduate from a public high school
15 accredited by the State Board of Education with a standard diploma,
16 students shall complete the following college preparatory/work ready
17 curriculum units or sets of competencies at the secondary level:

18 1. Four units of English to include Grammar, Composition,
19 Literature, or any English course approved for college admission
20 requirements;

21 2. Three units of mathematics, limited to Algebra I, Algebra
22 II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced
23 Placement Statistics, or any mathematics course with content and/or
24

1 rigor above Algebra I and approved for college admission
2 requirements;

3 3. Three units of laboratory science, limited to Biology,
4 Chemistry, Physics, or any laboratory science course with content
5 and/or rigor equal to or above Biology and approved for college
6 admission requirements;

7 4. Three units of history and citizenship skills, including one
8 unit of American History, one-half unit of Oklahoma History, one-
9 half unit of United States Government and one unit from the subjects
10 of History, Government, Geography, Economics, Civics, or Non-Western
11 culture and approved for college admission requirements;

12 5. Two units of the same foreign or non-English language or two
13 units of computer technology approved for college admission
14 requirements, whether taught at a high school or a technology center
15 school, including computer programming, hardware, and business
16 computer applications, such as word processing, databases,
17 spreadsheets, and graphics, excluding keyboarding or typing courses;

18 6. One additional unit selected from paragraphs 1 through 5 of
19 this subsection or career and technology education courses approved
20 for college admission requirements; and

21 7. One unit or set of competencies of fine arts, such as music,
22 art, or drama, or one unit or set of competencies of speech.

23 C. Beginning with students entering the ninth grade in the
24 2006-07 school year, in lieu of the requirements of subsection B of

1 this section which requires a college preparatory/work ready
2 curriculum, a student may enroll in the core curriculum as provided
3 in subsection D of this section upon written approval of the parent
4 or legal guardian of the student. School districts ~~may~~ shall
5 require a parent or legal guardian of the student to meet with a
6 designee of the school and provide a written statement of the reason
7 prior to enrollment in the core curriculum. The State Department of
8 Education shall develop and distribute to school districts a form
9 suitable for this purpose, which shall include information on the
10 benefits to students of completing the college preparatory/work
11 ready curriculum as provided for in subsection B of this section.
12 Each school district shall allow no more than ten percent (10%) of
13 each graduating class to enroll in the core curriculum as provided
14 in subsection D of this section.

15 D. For students who entered the ninth grade prior to the 2006-
16 07 school year and for those students subject to the requirements of
17 subsection C of this section, in order to graduate from a public
18 high school accredited by the State Board of Education with a
19 standard diploma, students shall complete the following core
20 curriculum units or sets of competencies at the secondary level:

21 1. Language Arts - 4 units or sets of competencies, to consist
22 of 1 unit or set of competencies of grammar and composition, and 3
23 units or sets of competencies which may include, but are not limited
24 to, the following courses:

- 1 a. American Literature,
- 2 b. English Literature,
- 3 c. World Literature,
- 4 d. Advanced English Courses, or
- 5 e. other English courses with content and/or rigor equal
- 6 to or above grammar and composition;

7 2. Mathematics - 3 units or sets of competencies, to consist of
8 1 unit or set of competencies of Algebra I or Algebra I taught in a
9 contextual methodology, and 2 units or sets of competencies which
10 may include, but are not limited to, the following courses:

- 11 a. Algebra II,
- 12 b. Geometry or Geometry taught in a contextual
- 13 methodology,
- 14 c. Trigonometry,
- 15 d. Math Analysis or Precalculus,
- 16 e. Calculus,
- 17 f. Statistics and/or Probability,
- 18 g. Computer Science,
- 19 h. contextual mathematics courses which enhance
- 20 technology preparation whether taught at a:
 - 21 (1) comprehensive high school, or
 - 22 (2) technology center school when taken in the
 - 23 eleventh or twelfth grade, taught by a certified
 - 24 teacher, and approved by the State Board of

1 Education and the independent district board of
2 education,

- 3 i. mathematics courses taught at a technology center
4 school by a teacher certified in the secondary subject
5 area when taken in the eleventh or twelfth grade upon
6 approval of the State Board of Education and the
7 independent district board of education, or
8 j. equal to or above Algebra I;

9 3. Science - 3 units or sets of competencies, to consist of 1
10 unit or set of competencies of Biology I or Biology I taught in a
11 contextual methodology, and 2 units or sets of competencies in the
12 areas of life, physical, or earth science or technology which may
13 include, but are not limited to, the following courses:

- 14 a. Chemistry I,
- 15 b. Physics,
- 16 c. Biology II,
- 17 d. Chemistry II,
- 18 e. Physical Science,
- 19 f. Earth Science,
- 20 g. Botany,
- 21 h. Zoology,
- 22 i. Physiology,
- 23 j. Astronomy,
- 24 k. Applied Biology/Chemistry,

- 1 l. Applied Physics,
- 2 m. Principles of Technology,
- 3 n. qualified agricultural education courses,
- 4 o. contextual science courses which enhance technology
- 5 preparation whether taught at a:
- 6 (1) comprehensive high school, or
- 7 (2) technology center school when taken in the
- 8 eleventh or twelfth grade, taught by a certified
- 9 teacher, and approved by the State Board of
- 10 Education and the independent district board of
- 11 education,
- 12 p. science courses taught at a technology center school
- 13 by a teacher certified in the secondary subject area
- 14 when taken in the eleventh or twelfth grade upon
- 15 approval of the State Board of Education and the
- 16 independent district board of education, or
- 17 q. other science courses with content and/or rigor equal
- 18 to or above Biology I;

19 4. Social Studies - 3 units or sets of competencies, to consist
20 of 1 unit or set of competencies of United States History, 1/2 to 1
21 unit or set of competencies of United States Government, 1/2 unit or
22 set of competencies of Oklahoma History, and 1/2 to 1 unit or set of
23 competencies which may include, but are not limited to, the
24 following courses:

- a. World History,
- b. Geography,
- c. Economics,
- d. Anthropology, or
- e. other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History; and

5. Arts - 2 units or sets of competencies which may include, but are not limited to, courses in Visual Arts and General Music.

E. 1. In addition to the curriculum requirements of either subsection B or D of this section, in order to graduate from a public high school accredited by the State Board of Education students shall complete any additional course requirements or recommended elective courses as may be established by the State Board of Education and the district school board. School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages and two units or sets of competencies of physical and health education.

2. No student shall receive credit for high school graduation more than once for completion of the same unit or set of competencies to satisfy the curriculum requirements of this section.

3. A school district shall not be required to offer every course listed in subsections B and D of this section, but shall

1 offer sufficient courses to allow a student to meet the graduation
2 requirements during the secondary grade years of the student.

3 F. For purposes of this section:

4 1. "Contextual methodology" means academic content and skills
5 taught by utilizing real-world problems and projects in a way that
6 helps students understand the application of that knowledge;

7 2. "Qualified agricultural education courses" means courses
8 that have been determined by the State Board of Education to offer
9 the sets of competencies in the Priority Academic Student Skills
10 (PASS), as adopted by the Board, for one or more science content
11 areas and which correspond to academic science courses. Qualified
12 agricultural education courses shall include, but are not limited
13 to, Horticulture, Plant and Soil Science, Natural Resources and
14 Environmental Science, and Animal Science. The courses shall be
15 taught by teachers certified in agricultural education and comply
16 with all rules of the Oklahoma Department of Career and Technology
17 Education;

18 3. "Rigor" means a level of difficulty that is appropriate for
19 the grade level and that meets state and/or national standards;

20 4. "Sets of competencies" means those skills and competencies
21 that are specified in the Priority Academic Student Skills (PASS),
22 as adopted by the State Board of Education, subchapter 5, Chapter
23 15, Title 210 of the Oklahoma Administrative Code, and other skills
24 and competencies adopted by the Board; and

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

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

8 2. The State Board of Education shall allow as much flexibility
9 at the district level as is possible without diminishing the rigor
10 or undermining the intent of providing these courses. To accomplish
11 this purpose, the State Department of Education shall work with
12 school districts in reviewing and approving courses taught by
13 districts that are not specifically listed in subsections B and D of
14 this section. Options may include, but shall not be limited to,
15 courses taken by concurrent enrollment, advanced placement, or
16 correspondence, or courses bearing different titles.

17 3. Technology center school districts may offer programs
18 designed in cooperation with institutions of higher education which
19 have an emphasis on a focused field of career study upon approval of
20 the State Board of Education and the independent district board of
21 education. Students in the tenth grade may be allowed to attend
22 these programs for up to one-half (1/2) of a school day and credit
23 for the units or sets of competencies required in paragraphs 2 and 3
24 of subsection B or D of this section shall be given if the courses

1 are taught by a teacher certified in the secondary subject area;
2 provided, credit for units or sets of competencies pursuant to
3 subsection B of this section shall be approved for college admission
4 requirements.

5 4. If a student enrolls in a concurrent course, the school
6 district shall not be responsible for any costs incurred for that
7 course, unless the school district does not offer enough course
8 selection during the student's secondary grade years to allow the
9 student to receive the courses needed to meet the graduation
10 requirements of this section. If the school district does not offer
11 the necessary course selection during the student's secondary grade
12 years, it shall be responsible for the cost of resident tuition at
13 an institution in The Oklahoma State System of Higher Education,
14 fees, and books for the concurrent enrollment course, and providing
15 for transportation to and from the institution to the school site.

16 It is the intent of the Legislature that for students enrolled
17 in a concurrent enrollment course which is paid for by the school
18 district pursuant to this paragraph, the institution charge only the
19 supplementary and special service fees that are directly related to
20 the concurrent enrollment course and enrollment procedures for that
21 student. It is further the intent of the Legislature that fees for
22 student activities and student service facilities, including the
23 student health care and cultural and recreational service fees, not
24 be charged to such students.

1 5. Credit for the units or sets of competencies required in
2 subsection B or D of this section shall be given when such units or
3 sets of competencies are taken in the seventh or eighth grades if
4 the teachers are certified or authorized to teach the subjects for
5 high school credit and the required rigor is maintained.

6 6. Beginning with ninth-grade students enrolled in the 2008-
7 2009 school year, the three units or sets of competencies in
8 mathematics required in subsection B or D of this section shall be
9 completed in the ninth through twelfth grades; provided, if a
10 student completes any required courses in mathematics prior to ninth
11 grade, the student may take any other mathematics courses to fulfill
12 the requirement to complete three units in grades nine through
13 twelve after the student has satisfied the requirements of
14 subsection B or D of this section.

15 7. All units or sets of competencies required for graduation
16 may be taken in any sequence recommended by the school district.

17 H. As a condition of receiving accreditation from the State
18 Board of Education, all students in grades nine through twelve shall
19 enroll in a minimum of six periods, or the equivalent in block
20 scheduling, of rigorous academic and/or rigorous vocational courses
21 each day, which may include arts, vocal and instrumental music,
22 speech classes, and physical education classes.

23 I. 1. Academic and vocational-technical courses designed to
24 offer sets of competencies integrated or embedded within the course

1 that provide for the teaching and learning of the appropriate skills
2 and knowledge in the Priority Academic Student Skills (PASS), as
3 adopted by the State Board of Education, may upon approval of the
4 Board be counted for academic credit and toward meeting the
5 graduation requirements of this section.

6 2. Internet-based courses offered by a technology center school
7 that are taught by a certified teacher and provide for the teaching
8 and learning of the appropriate skills and knowledge in the PASS
9 may, upon approval of the State Board of Education and the
10 independent district board of education, be counted for academic
11 credit and toward meeting the graduation requirements of this
12 section.

13 3. Internet-based courses or vocational-technical courses
14 utilizing integrated or embedded skills for which no Priority
15 Academic Student Skills have been adopted by the State Board of
16 Education may be approved by the Board if such courses incorporate
17 standards of nationally recognized professional organizations and
18 are taught by certified teachers.

19 4. Courses offered by a supplemental education organization
20 that is accredited by a national accrediting body and that are
21 taught by a certified teacher and provide for the teaching and
22 learning of the appropriate skills and knowledge in the PASS may,
23 upon approval of the State Board of Education and the school
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1 district board of education, be counted for academic credit and
2 toward meeting the graduation requirements of this section.

3 J. The State Board of Education shall provide an option for
4 high school graduation based upon attainment of the desired levels
5 of competencies as required in tests pursuant to the provisions of
6 Section 1210.508 of this title. Such option shall be in lieu of the
7 amount of course credits earned.

8 K. The State Board of Education shall prescribe, adopt and
9 approve a promotion system based on the attainment by students of
10 specified levels of competencies in each area of the core
11 curriculum.

12 L. Children who have individualized education programs pursuant
13 to the Individuals with Disabilities Education Act (IDEA), and who
14 satisfy the graduation requirements through the individualized
15 education program for that student shall be awarded a standard
16 diploma.

17 M. For students who enter the ninth grade in or prior to the
18 2007-08 school year who are enrolled in an alternative education
19 program and meet the requirements of their plans leading to high
20 school graduation developed pursuant to Section 1210.568 of this
21 title shall be awarded a standard diploma.

22 N. Any student who completes the curriculum requirements of the
23 International Baccalaureate Diploma Program shall be awarded a
24 standard diploma.

1 O. Any student who successfully completes an advanced
2 mathematics or science course offered pursuant to Section 1210.404
3 of this title shall be granted academic credit toward meeting the
4 graduation requirements pursuant to paragraph 2 or 3, as
5 appropriate, of subsection B or D of this section.

6 P. For purposes of this section, the courses approved for
7 college admission requirements shall be courses which are approved
8 by the Oklahoma State Regents for Higher Education for admission to
9 an institution within The Oklahoma State System of Higher Education.

10 Q. The State Department of Education shall collect and report
11 data by county name, school site, and district on the number and
12 percentage of students who enroll in the core curriculum as provided
13 in subsection D of this section.

14 SECTION 2. This act shall become effective July 1, 2007.

15 SECTION 3. It being immediately necessary for the preservation
16 of the public peace, health and safety, an emergency is hereby
17 declared to exist, by reason whereof this act shall take effect and
18 be in full force from and after its passage and approval.

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