

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 35. STANDARDS FOR ACCREDICATION OF ELEMENTARY, MIDDLE  
LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS**

**SUBCHAPTER 9. ADDITIONAL STANDARDS FOR SECONDARY SCHOOLS**

**210:35-9-31. Program of studies and graduation requirements**

(a) **General provisions.** Every student at every high school shall have the opportunity to acquire all the competencies to matriculate at a comprehensive graduate institution of the Oklahoma State System of Higher Education without the necessity of enrolling at the university in secondary-level courses. Each student will have the opportunity to attain proficiency in the Oklahoma Academic Standards.

(b) **Definitions.** The following definitions shall apply to this section:

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

(2) **"Courses approved for college admission requirements"** means courses which are approved by the Oklahoma State Regents for Higher Education for admission to an institution within the Oklahoma State System of Higher Education.

(3) **"Qualified agricultural courses"** means courses that have been determined by the State Board of Education to offer the sets of competencies set forth in the Oklahoma Academic Standards for one or more science content areas and which correspond to academic science courses and are taught by teacher who is certified and considered "highly qualified" to teach in the science course taught. Qualified agricultural education courses shall include, but are not limited to, Horticulture, Plant and Soil Science, Natural Resources and Environmental Science, and Animal Science.

(4) **"Rigor"** means a level of difficulty that is appropriate for the grade level and that meets state and/or national standards;

(5) **"Sets of competencies"** means instruction in those skills and competencies that are specified skills and competencies adopted by the State Board of Education without regard to specified instructional time;

(6) **"Unit"** means a Carnegie Unit which is given for the successful completion of a course that meets the equivalent of 120 clock hours within the school year.

(c) **Total minimum graduation requirements.** In order to graduate with a standard diploma from a public high school accredited by the State Board of Education, students shall complete twenty-three (23) units or sets of competencies in grades nine (9) through twelve (12), which shall include either:

(1) Seventeen (17) units or sets of competencies of the college preparatory/work ready curriculum requirements set forth in (d) of this Section, plus six (6) elective units or sets of competencies; or

(2) Fifteen (15) units or sets of competencies of the core curriculum requirements set forth in (e) of this Section, plus eight (8) elective units or sets of competencies.

(d) **College preparatory/work ready curriculum requirements.** In order to graduate with a standard diploma from a public high school accredited by the State Board of Education, students shall complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

(1) Four (4) units or sets of competencies of English to include:

(A) Grammar;

- (B) Composition;
- (C) Literature; or
- (D) Any English course approved for college admission requirements;
- (2) Three (3) units or sets of competencies of mathematics, limited to:
  - (A) Algebra I;
  - (B) Algebra II;
  - (C) Geometry;
  - (D) Trigonometry;
  - (E) Math Analysis;
  - (F) Calculus;
  - (G) Advanced Placement Statistics; or
  - (H) Any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;
- (3) Three (3) units or sets of competencies of laboratory science, limited to:
  - (A) Biology;
  - (B) Chemistry;
  - (C) Physics; or
  - (D) Any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;
- (4) Three (3) units or sets of competencies of history and citizenship skills, including:
  - (A) One (1) unit of American History;
  - (B) One-half (1/2) unit of Oklahoma History;
  - (C) One-half (1/2) unit of United State Government; and
  - (D) One (1) unit of a course that has been approved for college admission requirements in one of the following subjects:
    - (i) History;
    - (ii) Government;
    - (iii) Geography;
    - (iv) Economics;
    - (v) Civics; or
    - (vi) Non-Western culture;
- (5) Two (2) units or sets of competencies in one (1) of the following:
  - (A) Two (2) units of the same foreign, Native American, or non-English language; or
  - (B) Two (2) units of computer technology approved for college admission requirements, whether taught at a high school or a technology center school, including:
    - (i) Computer programming;
    - (ii) Computer hardware;
    - (iii) Business computer applications (excluding keyboarding or typing courses) such as:
      - (I) Word processing;
      - (II) Databases;
      - (III) Spreadsheets;
      - (IV) Graphics;
- (6) One (1) additional unit or set of competencies selected from:
  - (A) The categories of units or sets of competencies set forth in (1) through (5) of this subsection; or

(B) Career and technology courses approved for college admission requirements;

(7) One (1) unit or set of competencies of

(A) Fine arts such as music, art, or drama; or

(B) Speech.

**(e) Core curriculum requirements in lieu of college/work ready curriculum requirements.**

Upon written approval of the parent or legal guardian of a student, a student may enroll in the core curriculum requirements in lieu of the college/work ready curriculum requirements set forth in (d) of this Section. The fifteen (15) units of credit required for high school graduation with a standard diploma in accordance with the provisions of this subsection are:

(1) Language Arts: Four (4) units or sets of competencies, to consist of:

(A) One (1) unit or set of competencies of grammar and composition; and

(B) Three (3) units or sets of competencies which may include, but are not limited to, the following courses:

(i) American Literature;

(ii) English Literature;

(iii) World Literature; or

(iv) Advanced English Courses or

(v) Any other English courses with content and/or rigor equal to or above grammar and composition;

(2) Mathematics: Three (3) units or sets of competencies, to consist of:

(A) One (1) unit or set of competencies of Algebra I or Algebra I taught in a contextual methodology; and

(B) Two (2) units or sets of competencies which may include, but are not limited to, the following courses:

(i) Algebra II;

(ii) Geometry or Geometry taught in a contextual methodology;

(iii) Trigonometry;

(iv) Math Analysis or Precalculus;

(v) Calculus;

(vi) Statistics and/or Probability;

(vii) Computer Science, if taught by a teacher who is certified to teach mathematics;

(viii) Other contextual mathematics courses which enhance technology preparation taught at a comprehensive high school;

(ix) Other contextual mathematics courses which enhance technology preparation taught at a technology center school by a teacher certified in the secondary subject area, when taken in the eleventh (11th) or twelfth (12th) grade, and approved by the State Board of Education and the independent district board of education; or

(x) Any other mathematics courses with content and/or rigor equal to or above Algebra I.

(3) Science: Three (3) units or sets of competencies, to consist of:

(A) One (1) unit or set of competencies of Biology I or Biology I taught in a contextual methodology; and

(B) Two (2) units or sets of competencies in the areas of life, physical, or earth science or technology which may include, but are not limited to, the following courses:

(i) Chemistry I;

- (ii) Physics;
- (iii) Biology II;
- (iv) Chemistry II;
- (v) Physical Science;
- (vi) Earth Science;
- (vii) Botany;
- (viii) Zoology;
- (ix) Physiology;
- (x) Astronomy;
- (xi) Applied Biology/Chemistry;
- (xii) Applied Physics;
- (xiii) Principles of Technology;.
- (xiv) Qualified agricultural education courses; or
- (xv) Other contextual science courses which enhance technology preparation taught at a comprehensive high school;
- (xvi) Other contextual science courses which enhance technology preparation taught at a technology center school when taken in the eleventh (11th) or twelfth (12th) grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education;
- (xvii) Other science courses with content and/or rigor equal to or above Biology I.

(4) Social Studies: Three (3) units or sets of competencies, to consist of:

- (A) One (1) unit or set of competencies of United States History;
- (B) One-half (1/2) to one (1) unit or set of competencies of United States Government;
- (C) One-half (1/2) unit or set of competencies of Oklahoma History; and
- (D) One-half (1/2) to one (1) unit or set of competencies which may include, but are not limited to, the following courses:
  - (i) World History;
  - (ii) Geography;
  - (iii) Economics;
  - (iv) Anthropology; or
  - (v) 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: Two (2) units or sets of competencies which may include, but are not limited to, courses in Visual Arts and General Music.

(f) **Other curriculum requirements.** In addition to the curriculum requirements set forth in (c) through (e) of this subsection, each secondary school shall ensure that the following curriculum requirements are met:

(1) **Personal Financial Literacy Passport.** Beginning with the seventh grade, students shall fulfill the requirements for a Personal Financial Literacy Passport in order to graduate with a standard diploma from a public high school accredited by the State Board of Education.

- (A) The requirements for a Personal Financial Literacy Passport shall be the satisfactory completion and demonstration of satisfactory knowledge in all fourteen (14) areas of instruction during grades seven (7) through twelve (12). The fourteen (14) areas of instruction are:

- (i) Understanding interest, credit card debt, and online commerce;
- (ii) Rights and responsibilities of renting or buying a home;
- (iii) Savings and investing;
- (iv) Planning for retirement;
- (v) Bankruptcy;
- (vi) Banking and financial services;
- (vii) Balancing a checkbook;
- (viii) Understanding loans and borrowing money, including predatory lending and payday loans;
- (ix) Understanding insurance;
- (x) Identity fraud and theft;
- (xi) Charitable giving;
- (xii) Understanding the financial impact and consequences of gambling;
- (xiii) Earning an income; and
- (xiv) Understanding state and federal taxes.

(B) Instruction in these fourteen areas must align and meet the Personal Financial Literacy academic standards as adopted by the Oklahoma State Board of Education.

(C) School districts shall have the option of determining when each of the fourteen (14) areas of instruction listed above shall be presented to students in grades seven (7) through twelve (12). Options include:

- (i) Integration into one or more existing courses of study;
- (ii) A separate Personal Financial Literacy course; and/or
- (iii) Use of State Department of Education Personal Financial Literacy online modules of learning.

(D) The Oklahoma State Department of Education online modules of learning and the assessments shall be available to all students as determined by the local school district.

(E) In order to facilitate the monitoring of student progress towards achieving the Personal Financial Literacy Passport, districts shall maintain a Personal Financial Literacy Passport cumulative record. The Personal Financial Literacy Passport cumulative record shall be a uniform document used by all school districts within the state. The State Department of Education shall provide an electronic version of the Personal Financial Literacy Passport cumulative record to the districts. Completion of the fourteen (14) areas of instruction of Personal Financial Literacy shall be documented on the student's high school transcript. The Personal Financial Literacy Passport cumulative record shall accompany the student when transferring to a new district.

(F) Elementary districts, PK-8, may enter into a vertical articulated curriculum agreement with an independent district, PK-12, for facilitating and sharing of the personal financial literacy curriculum and instruction.

(G) Teachers providing instruction in personal financial literacy shall be certified in accordance with the provisions of the Passport to Financial Literacy Act at 70 O.S. § 11-103.6h.

(H) School districts shall assess the knowledge of all students who transfer into an Oklahoma school district from out of state after the seventh grade.

- (i) If the school district determines that the transferred student has successfully completed instruction in any or all of the areas of personal financial literacy instruction at the previous school in which the student

was enrolled, or if the student demonstrates satisfactory knowledge of any or all of the areas of personal financial literacy instruction through an assessment approved by the State Department of Education, the school district may exempt the student from completing instruction in that area of personal financial literacy instruction.

(ii) Students who transfer into an Oklahoma school district from out of state after the junior year of high school may be granted an exception from the requirements of the personal financial literacy passport in accordance with the provisions of 70 O.S. 11-103.6.

(2) **Recommended curriculum.** 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.

(3) **Credit toward graduation requirements.** Credits for meeting curriculum requirements toward graduation shall be determined in accordance with all of the following provisions:

(A) 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 core curriculum requirements.

(B) Credit for all units or sets of competencies required in (d) and (e) of this Section shall be given when such units or sets of competencies are taken prior to ninth (9th) grade if:

(i) The teachers are certified or authorized to teach the subjects for high school credit; and

(ii) The required rigor of the course is maintained.

(C) Notwithstanding the provisions of (3)(B) of this subsection, the three units or sets of competencies in mathematics required in (d) or (e) of this Section shall be completed in the ninth (9th) through twelfth (12th) grades. If a student completes any required courses or sets of competencies in mathematics prior to ninth grade, the student may take any other mathematics courses or sets of competencies to fulfill the requirement to complete three (3) units or sets of competencies in grades nine (9) through twelve (12) after the student is satisfied the requirements of subsection (d) or (e) of this Section.

**(g) Additional graduation requirements.** In addition to the curriculum requirements set forth in (c) through (f) of this Section, all public school districts shall ensure compliance with 70 O.S. § 1210.508-6 in the following manner:

(1) The superintendent of each public school district in this state shall designate a school employee ~~or employees~~ to collect information regarding student compliance with subsection A or B of ~~70 O.S. § 1210.508-6~~. The collection and storage of the information shall comply with the Family Educational Rights and Privacy Act of 1974 (FERPA).

(2) Neither the State Department of Education nor any local education agency will review, hold, or maintain any FAFSA applications as part of compliance with this rule.

(3) FAFSA or opt-out forms must be completed prior to a student's graduation from high school. Reporting of FAFSA completion or opt-out forms can include but is not limited to:

(i) Reporting through an online tool, ~~such as the Oklahoma FAFSA Data Portal offered by the Oklahoma State Regents for Higher Education;~~

(ii) FAFSA Completion confirmation email, report, or other official FAFSA confirmation communication; or

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(iii) Completion of state provided opt-out.

(4) School districts must provide FAFSA completion resources published by or recommended by the State Department of Education to families and students through virtual sessions, in-person sessions, and brochures.

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**Additional accreditation requirements.** In addition to the curriculum requirements set forth in (c) through (f) of this Section, all public school districts shall ensure that its schools' secondary programs are designed to meet all of the following requirements:

(1) As a condition of receiving accreditation from the State Board of Education, all school districts shall require all students in grades nine (9) through twelve (12) to enroll in a minimum of six periods, or the equivalent in block scheduling or other scheduling structure that allows for instruction in sets of competencies, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes. However, students re-enrolled in high school solely for the purpose of completing curricular requirements as authorized by 70 O.S. § 11-103.6(Q) shall be exempt from this requirement.

(2) Each high school's academic program shall be designed to prepare all students for employment and/or postsecondary education. The secondary academic program shall be designed to provide the teaching and learning of the skills and knowledge in the Oklahoma Academic Standards. All high schools accredited by the State Department of Education shall offer the college preparatory/work ready curriculum required for the students to earn a standard diploma during grades nine (9) through twelve (12). To meet graduation requirements, local options may include courses taken by advanced placement, concurrent enrollment, correspondence courses, supplemental online courses, or courses bearing different titles.

(3) The secondary academic programs may also provide the traditional units of credit to be offered in grades nine (9) through twelve (12) with each secondary school offering and teaching at least thirty-eight (38) units or their equivalent each school year. Four (4) of these units may be offered on a two-year alternating plan with thirty-four (34) units or their equivalent to be taught in the current school year. In schools with other than a four-year organization, these units shall be offered and taught in conjunction with the affiliated schools containing those grade levels. Career and technology center courses in which secondary students are enrolled may count toward the thirty-eight (38) required units of credit or their equivalent.

(4) District boards of education can make exceptions to state high school graduation curriculum requirements for students who move to this state from another state after their junior year of high school.

(A) After a student from another state enrolls in an accredited Oklahoma high school the school board can make an exception to the high school graduation curriculum requirements of 70 O.S. § 11-103.6. Individual exceptions can only be made when there are differing graduation requirements between the two states and completing Oklahoma graduation requirements will extend the student's date of graduation beyond the graduation date for the student's class.

(B) The district must report all exceptions made to state graduation requirements for these senior students to the State Department of Education each school year. All exceptions made at each district high school will be forwarded to the State Department of Education on or before July 1 of each year. Districts may report the information on the Annual Statistical Report. This reporting provision does not include students who have individualized education programs pursuant to

the Individuals with Disabilities Education Act (IDEA) and who satisfy graduation requirements through the individualized education program.

(C) In order to avoid denying a student who transfers into an Oklahoma school district from another state after the junior year of high school a standard diploma due to differing assessment requirements, school districts should evaluate such a student's assessment records to determine whether the student was on track to meet assessment requirements in the state where they previously attended school. If it is determined that the student was on track to meet assessment requirements in the state where they previously attended school, the school district shall have the option of waiving Oklahoma School Testing Program (OSTP) requirements for the student.

(5) District boards of education shall waive the Oklahoma History graduation requirement for children of military families who transition with the military from another state and who have satisfactorily completed a similar state history class in another state. "Children of military families", as defined in 70 O.S. § 510.1, means "a school aged child(ren), enrolled in Kindergarten through Twelfth grade, in the household of an active duty member".

(6) In order for a course offered by a supplemental educational organization to be counted for purposes of student academic credit and towards graduation requirements, the local board of education must verify that the course meets all requirements in 70 O.S. § 11-103.6.) Upon verification, the local school board of education's request for course approval shall be submitted to the State Board of Education for final approval.

**(h) Additional accreditation requirements.** In addition to the curriculum requirements set forth in (c) through (f) of this Section, all public school districts shall ensure that its schools' secondary programs are designed to meet all of the following requirements:

(1) As a condition of receiving accreditation from the State Board of Education, all school districts shall require all students in grades nine (9) through twelve (12) to enroll in a minimum of six periods, or the equivalent in block scheduling or other scheduling structure that allows for instruction in sets of competencies, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes. However, students re-enrolled in high school solely for the purpose of completing curricular requirements as authorized by 70 O.S. § 11-103.6(Q) shall be exempt from this requirement.

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courses in which secondary students are enrolled may count toward the thirty-eight (38) required units of credit or their equivalent.

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(A) After a student from another state enrolls in an accredited Oklahoma high school the school board can make an exception to the high school graduation curriculum requirements of 70 O.S. §11-103.6. Individual exceptions can only be made when there are differing graduation requirements between the two states and completing Oklahoma graduation requirements will extend the student's date of graduation beyond the graduation date for the student's class.

(B) The district must report all exceptions made to state graduation requirements for these senior students to the State Department of Education each school year. All exceptions made at each district high school will be forwarded to the State Department of Education on or before July 1 of each year. Districts may report the information on the Annual Statistical Report. This reporting provision does not include students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) and who satisfy graduation requirements through the individualized education program.

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**Public Comment Summary**  
**State Department of Education Proposed Permanent Rule Changes**

**Chapter 35. Standards For Accreditation of Elementary, Middle Level, Secondary, and  
Career and Technology Schools**

**Subchapter 9. Additional Standards for Secondary Schools**

**Part 7. Standard IV: Curriculum, Instruction, Assessment, and Climate**

**210:35-9-31. Program of studies and graduation requirements [AMENDED]**

<b>Summary of Public Comment</b>	<b>Agency Response</b>
Three commenters are opposed to requiring the FAFSA for graduation.	<ul style="list-style-type: none"><li>• State law requires the FAFSA for graduation. The commenters appear to be unfamiliar with the statute at issue.</li></ul>
Two commenters are opposed to the timeline for opt-out forms.	<ul style="list-style-type: none"><li>• The draft was intended to require opt-outs prior to the completion of the final semester of high school. The wording has been fixed.</li></ul>
One commented stated it was unlawful to require school to distribute FAFSA resources that SDE is required to create.	<ul style="list-style-type: none"><li>• The commenter appears to confuse the issue of who creates the materials and who distributes them. The text of the rule was adjusted to make the distinction clear.</li></ul>
One commenter requested language clarifying that SDE and schools will not retain the FAFSA application itself.	<ul style="list-style-type: none"><li>• The agency is not aware of any intent to retain FAFSA applications and has received no indication that is an issue. Nevertheless, the agency has no concerns with the request and has included the requested language in part.</li></ul>