

2017 HOUSE EDUCATION

HB 1242

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1242
1/16/2017
Job 26955

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to career and technical education courses and scholarships.

Minutes:

Attachments 1 and 2.

Chairman- Mark S. Owens: opening hearing on HB 1242

Representative Monson: I broke my wife's rule she works in the Senate she says always have written testimony, and I have no testimony. I am here to introduce this bill for my constituents, the person following me is more aware of the problems they are finding in their schools. If you have some questions for me I will try to answer them, but you will get a lot better answers by waiting to the next person speaking.

Chairman- Mark S. Owens: Anyone else in support of HB 1242?

Daren Christianson: See attachment 1 for testimony.

Chairman- Mark S. Owens: Any questions for Mr. Christianson.

Rep. Mary Johnson: The way the language is changing in this the school districts will only be required to provide two credits not within the same coordinated plan, possibly. If those are because of costs savings, say you have an instructor that is versed in fuel injection, they are not going to teach something else. Do the students in districts that don't provide diverse career and technical information, can they go to another school district that does online.

Daren Christianson: yes, the can do that. When I was younger we were a part of a CTE group. We sent students into Jamestown, and took courses in Jamestown, our business department is part of that, part of it is if you have a business department, if you offer accounting, and these electives they do not follow you as a coordinated plan of study. If the student wants to take business classes, we have to find ones accounting one and two, same coordinated plan of study, that works. Trying to get that in for a variety of interest is a concern.

Chairman- Mark S. Owens: any other questions. Anyone else in support for house bill 1242, anyone in opposition to house bill 1242.

Wayne Kutzer: see attachment 2 for testimony.

Chairman- Mark S. Owens: Any question?

Rep. Rich S. Becker: Mr. Kutzer, it would seem to me that the success of this program is highly dependent on having adequately trained and motivated counselors in all of the high schools. How many high schools are there, and are there adequate counseling, if not an onsite teacher, someone that is related to assisting those smaller schools. I am a little concerned that so much success is being put on the backs of the coaches in high school system, counselors working with the students, is it adequate.

Wayne Kutzer: There are 150 high schools in the state. They are all required to have school counselors, one for every 300 students, we also have in about 100 of those districts counselors who are qualified to be career development counselors that we work with, but all counselors that is one of their main responsibilities is to be able to work with career plans. In the 7th and 8th grade, and again in the 9th to 10th grade students have to take a career interest inventory, but there has to be a counselor who is there to help students interpret what that means, so they can help guide that student. We expect students by the time they leave the 8th grade to have that contact with that counselor to be able to put together an education plan for what they need to do in high school to get to wherever they want to go. From my perspective there are the counselors out there, there are the people that can help these students select the courses, and develop the career paths they want to take, could we have better ones absolutely, counselors do a good job with students when it comes to scholarships, because they want to be able to help those students out.

Rep. Rich S. Becker: but there is at least one per 300 students throughout the state.

Wayne Kutzer: yes, that is state law.

Chairman- Mark S. Owens: any additional questions, seeing none thank you. Anyone else in opposition to 1242.

Richard Rothoss: I am not actually here in opposition, and the state board of higher education has not taken a stance on this bill, I will present myself as neutral, I do however have some information, that I can share with the committee that ties in neatly with the testimony that Mr. Kutzer just offered. Over the past year or year and a half the university system has been in a series of that sometimes some contentious intense discussions with CTE about our admission requirements and core courses requirements at NDSU and UND and whether or not CTE courses could count toward those core requirements. It won't come to anyone as a surprise that those discussions were at some time quite heated, there are many points we have not come to agreement on, and never will reach agreement on, but one thing that came out of those discussions, was the level of rigor and persistence that was being demonstrated by the CTE concentrations that are now being discussed here pursuant to this bill. CTE concentrations, and CTE folks share statistics with us seem to be a really good indicator for career success, and college success. I have a master's degree in Latin, I am the last person you would expect to see waiving a CTE flag, but I was a convert. I was convinced as the students worked through the CTE progressions, it either indicates in them that they have the ability to move through rigor, and the persistence to follow through. Or it

creates in them a persistence and rigor, and from the higher Ed perspective I don't care where they get it, I just care they have this by the time they enter our classrooms. I think it creates as much as it indicates the ability of a student to pick a course of study, and these are not extensively long courses of studies, 2 to 3 courses, and stick with it seems to be a bellwethers of an individual who is going to do better than average either in their career or in higher Ed whichever or both directions they go. I can share with you that one of the greatest challenges we are facing in higher Ed right now, which will come to no surprise to you is an inability or student or adults to stay on target and on focus, because we live in a world that every day is increasingly providing us with multiple options, more ways to do things, more interesting things to do. So the ability to stay focused on a track, even after we may have changed our mind and decided this may not be the right thing, but stay focused and finish with it is going to be invaluable. The lecture my son hates most at the dinner table is the lecture on monotasking, there will always be better things that can distract you, and they might be better than the thing you are working on right now, too bad so sad stay with what you are doing and follow it through. We are dealing with a generation coming through who will change careers 6 times or more. They will outlive us all by a great deal, the issue we are seeing with education is not necessarily that we have this small window to get them in careers set, we have many windows for that, they are going to come back again and again to education throughout their long careers. But what we need is the ability for them to focus and follow through. My concern with this bill is that inadvertently by changing the scholarship requirements it can dilute what we are trying to build in our students as they come forward to the university system, I think everything I said can apply also to students who directly go to a career track and does not come to higher Ed, as a matter of fact I was a small business owner for many years, the same problem different flavors, different clothing in hiring employees there. Thank you.

Chairman- Mark S. Owens any questions. You don't see a value in picking a track, you don't see a value in these 9th graders suddenly saying, oh wait I took this course and now I want to find out what this one is like, and giving them a broader base of experience. I certainly understand your point about taking a direction, and setting a goal, and proving you can complete that goal that is extremely valuable too, I agree with you there. But broadening their horizons and their experience background, and exploring new options to see where they may actually want to go, particularly in that timeframe in their life.

Richard Rothoss: I do see that value, and it is a natural tension here, I see their ability to reach out and scratch that itch, I see that there are many more opportunities for them to reach out and do that now, than I was in high school. There were no online courses, or other things out there that they could try, so I think there has to be a balance in there, but I am more concerned with persistence and following through. If they are in electronics and they follow through on the track, and they discover that it's not for them, they are really interested in healthcare, I believe they will find other venues to reach out and find out about other industries. There is so much out there that they can tap into, I will hold my son as an example, last night since he did not want to work on the online math, I forced him to work on, he decided to work on online computer programing because he is a clever boy, and he knew that faced with a fight I would fold and say at least it is learning and go off with that, and we won't have to have this fight this evening, it is a very serious concern of what you have raised, and I do not want to be dismissive of it. But I think that with the CTE courses we might be capturing something that does not appear to be elsewhere in their lives, the ability to pick something and follow through.

Chairman- Mark S. Owens: any other opposition to house bill 1242

Wayne Kutzer: a student for a CTE scholarship has to take 4 career tech courses, two of them have to be in a pathway, so there is opportunity for our students to take multiple areas and take multiple classes or courses within that unit, we are just requiring two of the four have to be in that one pathway.

Chairman- Mark S. Owens: Thank you for that, and I did think that I should have asked you this question, rather than asking him. Any others in opposition for house bill 1242, any in neutral testimony for house bill 1242. Closing hearing.

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1242
1/16/2017
Job 26951

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to career and technical education courses and scholarships.

Minutes:

No Attachments

Vice Chairman- Cynthia Schreiber-Beck: (36:07) I am not aware if this is just one isolated incident or thought or its just thoughts across the entire North Dakota education system, I did not ask the question, I only thought of it now the gentleman that testified from Langdon or is it a problem with all schools.

Rep. Dennis Johnson: I signed on to the bill, and I had it explained to me by Representative Monson a good friend signed on to this, by Langdon is probably a smaller school. The way it was explained to me, when you start as a freshman you start on this path of courses you take, and if you do not like the courses or you want to switch over to something all of a sudden you find yourself up against the clock, and taking this dual path, if you are getting good grades and you have the courses, I thought it was a good idea, and still think it's a good idea. But the department feels otherwise, so I do not know.

Chairman- Mark S. Owens: I find it interesting that to take four classes during the year, there was even one that talked about a fifth class. The requirement is you only take two from the same unit at that time, you heard me question and my concern was, what if the ninth grader suddenly decides that that is not what they want to do, and they want to try something else. It seems like to me that a diversity would have been better in the beginning, but with only two out of four or five.

Rep. Bill Oliver: I talked to Wayne right after, before we came to committee work, and he explained it a lot better because I had that same feeling, why are we doing this and what is all this about. He says to get the scholarship, you need 4 classes and only two have to be in the same program. My daughter failed because they stuck her in a program that she did not want, and this is not in North Dakota. That is what I gave him as an example and he said, oh no they can change their programs and it's not for in one year, it is over your 4 years. And two of them have to be in the same line. I am actually for this still; it does not change to awful

much in the bill. What they are asking for is not changing a whole lot. He did explain it better outside this room, then he did inside the room.

Rep. Matthew Ruby: (soft audio, and quick talk)

Vice Chairman- Cynthia Schreiber-Beck: the one item I might add is that this is not the isolated bill, then it interacts with some other issues and scholarships, and as you have heard the university system representatives say they have been trying to deal with this, and figure this out, and they are making some progress. I think changing this is not the thing to do at this time.

Chairman- Mark S. Owens: I did find the representative from the university systems argument about rigor and seeing someone choose a goal and stay down the path when it is only two courses, that does not really require a lot of effort to pick two courses. Five courses would impress me, but not two, but maybe four but not two. Any other questions, comments or concerns. Committee work done at 2:58 pm

2017 HOUSE STANDING COMMITTEE MINUTES

Education Committee
Coteau A Room, State Capitol

HB 1242
1/18/2017
Job 27074

- Subcommittee
 Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

Relating to career and technical education courses and scholarships.

Minutes:

No attachments.

Chairman- Mark S. Owens: what is the committees wishes on HB 1242.

Vice Chairman- Cynthia Schreiber-Beck: I move for a do not pass.

Chairman- Mark S. Owens: ok, we have a motion for a do not pass on HB 1242, and Rep. Matthew Ruby seconded that motion. Discussion?

Rep. Bill Oliver: when I talked to Wayne Kutzer he explained it a little better to me, and all this does is just redefine who will be able to apply for that CTE scholarship, and I kind of agree with him on the point that if you are going to apply for a CTE scholarship, shouldn't you be really taking CTE classes? They are asking him to take two in one career path, and it can take two more in whatever career path they want, they do not have to take it their freshman or sophomore year. They can take it the freshman year, try the other two for the sophomore/ junior year, and come up to senior year, and go back to what they had in the freshman year. As we all know, as we grew up none of us really knew with all of our heart what we were going to be educated in, what we wanted to go to school for. I can tell you, I am one of those people, so I think to keep this open we need to think about a due pass on this, because they are just trying to make sure that everybody gets an opportunity with the scholarship that wants that opportunity. Not trying to cut people out, they are trying to make sure if you want this scholarship, you at least participate in the program. That is what I think, either way do not pass yet, I think it is a good bill the way it sits.

Chairman- Mark S. Owens: thank you Rep. Bill Oliver.

Rep. Brandy Pyle: I would like to go with a do not pass, for a scholarship you should. (soft audio)

Chairman- Mark S. Owens: any additional comments.

Vice Chairman- Cynthia Schreiber-Beck: I have one comment which I thought was interesting, there was one school that had a concern, I did speak with Mr. Kutzer and asked him if this was just isolated incident, and he says he has not heard of any others. I had asked if they had approached him prior to committing the bill, and he said they had not approached him at all prior to submitting this bill. It looks to me like an isolated or it if he would have had more representation, other numerous school that do CTE and none of the students have an issue with this.

Chairman- Mark S. Owens: Rep. Bill Oliver

Rep. Bill Oliver: you know when I talked to Mr. Kutzer, same thing. He told me this is just because of one school, it is not a state wide problem, so in that case I can deal with a do not pass. But, what I am saying is his intent of what he was trying to do is prevent the abuse of the CTE scholarship program.

Chairman- Mark S. Owens: donut pass works as well. Well I agree with both of you, I do agree it was a one off that was the problem in one district, I am not really clear with the problem, I wrote down during the testimony, it was about restricted scheduling and management and that they were having trouble meeting this kind of study, I also wrote down, that you can also meet the plan of study online with my understanding, and again keep in mind that the plan of study is two courses, which confused me when the University system came up to talk about rigor about two courses. So, I appreciate their point about rigor, and staying on course. Two courses does not sound like a major plan to me, and it seems to be working for the rest of the state, I will be supporting a do not pass myself. Any further discussion.

Rep. Denton Zubke: just a quick comment, for some reason I go the impression that Mr. Wayne Kutzer testified against the bill, ok I wanted to make sure we were clear on that.

Rep. Matthew Ruby: I guess I am trying to go off of what Rep. Bill Oliver was talking, you were worried about, you are trying to protect, from the scholarship to be abused. I think keeping it the way it is, by not passing that bill does that, because what my understanding was it could be any two courses, but you have four years. You have your core courses, or four years. You can take one in the freshman, and one in the sophomore, one in the junior in completely different areas, and in the senior year. If we open it up where any two CTE classes I think that it makes it easier to be abused, if that makes sense.

Rep. Bill Oliver: you are absolutely correct, that is what it does, but the thing is all they are trying to do is make sure that the person who gets the CTE scholarship is the one that has done some work for that scholarship, in other words they are not going to let John Q throughout high school, and not take any of the CTE courses and then get the scholarship, that is what they are trying to protect from.

Rep. Pat D. Heinert: the way I read this the old section guarantees them, that they are going to take two units in the specific model, in the new section does not. Ok, thank you.

Chairman- Mark S. Owens: any further discussion, I will call the clerk to call roll for a do not pass vote on HB 1242. Vote is 13-0-1, and Rep. Bill Oliver is carrying this bill.

Date: 1/18/17

Roll Call Vote # 1

2017 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. HB 1242

House Education Committee

Subcommittee

Amendment LC# or Description: _____

- Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar
Other Actions: Reconsider _____

Motion Made By Rep. Vice Chairman Schreiber-Beck Seconded By Rep. Ruby

Representatives	Yes	No	Representatives	Yes	No
Chairman- Mark S. Owens	✓		Rep. Andrew Marschall	✓	
Vice Chairman- Cynthia Schreiber-Beck	✓		Rep. Bill Oliver	✓	
Rep. Rich S. Becker	✓		Rep. Brandy Pyle	✓	
Rep. Pat D. Heinert	✓		Rep. Matthew Ruby	✓	
Rep. Dennis Johnson	✓		Rep. Denton Zubke	✓	
Rep. Mary Johnson	✓		Rep. Ron Guggisberg	✓	
Rep. Donald W. Longmuir	✓		Rep. Corey Mock	AB	

Total (Yes) 13 No 0

Absent Rep. Mock

Floor Assignment Rep. Oliver

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1242: Education Committee (Rep. Owens, Chairman) recommends **DO NOT PASS**
(13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1242 was placed on the
Eleventh order on the calendar.

2017 TESTIMONY

HB 1242

HB 1242

Attachment 1

1/16/17

LANGDON AREA HIGH/MIDDLE SCHOOL
"HOME OF THE CARDINALS"

FOR EXCELLENCE

SUPERINTENDENT: DAREN CHRISTIANSON

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1-16-2017

Subject: State Scholarship Requirements

We believe that the state scholarship has been and continues to be a great avenue for the state of North Dakota to invest in the young people of our state.

Current Law Concerns:

1. 15.1-21-02.4, 6-b and 15.1-21-02.5, 6-a
 - a. Requires 2 units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction.
 - Classes that would qualify in a coordinated plan of study are held at a higher level of value than other electives.
 - At a minimum, all CTE elective courses should be valued equally.
 - Ideally all elective course should be valued equally.

Why:

1. This requirement forces students to choose between upper level elective courses or other electives and CTE courses.

Example: A student may have to choose between Physics/Anatomy/Trigonometry/Ect and a CTE course just to qualify.
2. We would like to have students have the ability to pursue a variety of elective coursework rather than being forced into a coordinated plan of study to qualify for scholarship.
3. The current format of the scholarship creates scheduling, academic, and advising issues for the counselor and administration.
4. Students may be forced to choose an academic track as early as their freshmen year.

Sincerely,

Langdon Area School
Administration and Staff



Mr. Chairman and members of the committee, my name is Wayne Kutzer, Director of the Department of Career and Technical Education. We are in opposition to HB 1242. It reduces the rigor in CTE that a school must offer and it reduces the CTE requirements for the CTE Scholarship. It does that by eliminating the two units in a CTE Coordinated Plan of Study

Section 1 – This Section talks about what a school must offer or make available to students.

On the second page, line 9 – Subsection j, it leaves two units of CTE but removes the coordinated plan of study from school offerings, which says that the two units must be from a single pathway. Pathways were designed to identify career pathways, directing a student who may have a career interest, into more in-depth and rigorous curriculum. Thereby building a grouping of courses that are connected through more intentional planning.

This is not difficult for a school to do. If you have a CTE teacher on staff, and most districts have two or more, they have to offer two CTE units in a seven period day. The most widely available CTE disciplines are Business, FACS, or Ag; so for example, a Business teacher will be able to teach two and actually more CTE Business courses that make up a Coordinated Plan of Study, it's not for the lack of a teacher.

There is a handout with all of the Coordinated Plans of Study listed. You can see that in a CTE discipline there are multiple opportunities to meet the two unit requirements. Schools through their counseling and career planning efforts should be doing this on their own, lining up their courses in the pathways that reflect the education and career plans that students develop as they leave the eighth grade. It leads a student down a career path of interest.

Consistency of language is important here - if a school has to offer 2 units of "The same foreign language", why would offering 2 units within the same CTE program area pathway, such as Ag or Business be a problem? Completion of two units allows students to go more in depth within a content/program area, including fine arts, the languages, and CTE courses.

Section 2 - specifically references the CTE Scholarship.

The bill removes the coordinated plan of study from the CTE Scholarship, but it also has some unintended consequences. When it removes CTE courses as it does on line 20 of the bill, the Century Code in context at the top of page four of the handout, it in effect says that in order to get a CTE scholarship a student has to take a foreign language or fine arts. If a student has decided on the CTE route they should have a choice of another CTE course. Forcing them to take a Foreign language makes little sense.

Originally this Section was put in the bill to prevent just that from happening.

H.S. graduation requirements (NDCC 15.1-21-02.2, Section 6 – top of page three in the handout) require that students complete 3 units of languages, fine arts or CTE. Why remove CTE courses from the scholarship in this Section when it's built into graduation requirements? It's there to make sure students have an option that best fits their interests and career goals.

Additionally, that exact same language in Section 6a of the bill, is in the ND Academic Scholarship, at the top of page 5 of the handout. It requires students pursuing an academic scholarship have the same option of taking a two units in a coordinated plan of study as in Section 6a of the CTE scholarship. Section 6b of the academic scholarship gives an option of taking a unit in CTE or foreign language or fine arts. If this bill were passed Sections 6a and b remain the same in the academic scholarship. So it would remove the CTE options in the CTE scholarship but leave the CTE option in the academic scholarship, which doesn't make sense.

Section 6b - removes the two units of a coordinated plan of study from the CTE scholarship.

A coordinated plan of study is a measure of rigor in a CTE program, it brings more in-depth knowledge to a student. It also is part of an overall career planning process, linking a student to courses that build a pathway of knowledge and skills that better prepares them. This is a scholarship, its purpose is to reward students who have academically and in this case pursued a CTE plan of study by taking a series of CTE courses not a random selection of CTE courses.

As you look over the pathways on the handout you can see the connection between courses. If you imagine that you're a school administrator and you have a business teacher, or an Ag teacher just what it would take to provide two units in a coordinated plan of study.

College Admissions - NDSU and UND have raised their Core Course requirements for admission to their institutions. It goes from 13 core courses to 15 core course by the fall of 2018. We have been working with the NDUS, UND and NDSU on these college admission requirements. Specifically, because there is two units in a CTE coordinated plan of study in the CTE Scholarship, UND and NDSU will recognize students with a CTE scholarship as having met those additional two core course units.

They have recognized that when a student takes two or more units in a pathway the student has received more rigor and has a better sense of career goals that they believe translates into someone who will stick with it. If the two units in a pathway is removed they would not recognize it as the equivalent of the additional two core course and that option would be taken off the table.

Removing the 2 units in a coordinated pathway contradicts the reality of ND's workforce needs in skilled areas. We need skills in this state, nearly 80% of the jobs now and into the foreseeable future require the skills found in CTE. We need to promote it and help students who have an interest in these skills to get as much out of there educational experience as

possible. ...and provide them with a scholarship because of that interest, their performance, and their course taking.

This is part of a process to provide students with more career direction and decision making. This will help students, counselors and schools to pay more attention to career planning and become better career planners. As you can see by the Coordinated Plans of Study pathway handout it should not be too difficult at all to offer and provide two units in a pathway.

When we saw this bill last week my staff contacted four school counselors about the changes this bill would make. Here are their responses:

Beach – “This option needs to stay as some kids like taking only the CTE courses. In my opinion, this is a scholarship and it may not be possible for everyone. If a student wants to get the scholarship, they will find a way to get the credits they need.”

Thompson – “I think it needs to stay in. In a time where CTE careers are on the rise, including CTE course work here would only make sense to make sure a student has had a full CTE experience. Some CTE students may not be involved in fine arts or foreign language, so it could limit these CTE students from the scholarship. Even though the CTE Coordinated plan of study is difficult to explain to parents and students, I think it needs to stay in. I feel it makes the student look more closely at their career planning. And with all scholarships, those awarding the scholarship have to have criteria to support the scholarship. Ex. ND is awarding the CTE scholarship and should have criteria showing the student is interested in a career area that ND has a need for workers.”

Underwood – “The option of having a 5th CTE unit should still be a course option. If a student is pursuing a college major in the CTE programs, they would be better prepared by taking as many CTE courses available to them.”

Carrington – “No to this option (removing CTE courses). Most of our CTE kids RARELY take Foreign Language. Our kids easily get a plan of study. But we schedule the classes so they can.”

Mr. Chairman, members of the Education Committee, we are opposed to the changes that HB1242 makes to CTE; in what a school offers, in graduation requirements, and the in the CTE scholarship. We think the law should stay the way it is. I would be glad to answer any questions.

Agriculture Education – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Agriculture, Food & Natural Resources Career Cluster

Agribusiness Systems			Power, Structural & Technical Systems			Natural Resources		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
01011	*Introduction to Agriculture	½ or 1	01011	*Introduction to Agriculture	½ or 1	01011	*Introduction to Agriculture	½ or 1
01012	*Foundations of Agriculture	½ or 1	01012	*Foundations of Agriculture	½ or 1	01012	*Foundations of Agriculture	½ or 1
01073	*Agriculture III	½ or 1	01073	*Agriculture III	½ or 1	01073	*Agriculture III	½ or 1
01074	*Agriculture IV	½ or 1	01074	*Agriculture IV	½ or 1	01074	*Agriculture IV	½ or 1
01080	CASE – Intro to AFNR	½ or 1	01080	CASE – Intro to AFNR	½ or 1	01080	CASE – Intro to AFNR	½ or 1
01034	Agricultural Sales & Service	½ or 1	01043	Agricultural Mechanics Technology I	½ or 1	01053	Botany/Horticulture Science I	½ or 1
01035	Agricultural Business Management	½ or 1	01044	Agricultural Mechanics Technology II	½ or 1	01054	Botany/Horticulture Science II	½ or 1
01069	World Agricultural Science and Technology	½ or 1	01045	Agricultural Mechanics Power Systems	½ or 1	01063	Natural/Environmental Resources	½ or 1
01993	Community Development	½ or 1	01046	Agricultural Welding & Fabrication	½ or 1	01069	World Agriculture Science and Technology	½ or 1
01995	Supervised Agricultural Experience	¼ to 2	01047	Advanced Ag Welding & Fabrication	½ or 1	01990	Individual Agricultural Studies	½ or 1
01999	Cooperative Work Experience	½ or 1	01990	Individual Agricultural Studies	½ or 1	01993	Community Development	½ or 1
01990	Individual Agricultural Studies	½ or 1	01995	Supervised Agricultural Experience	¼ to 2	01995	Supervised Agricultural Experience	¼ to 2
			01999	Cooperative Work Experience	½ or 1	01999	Cooperative Work Experience	½ or 1
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

Agriculture Education – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Agriculture, Food & Natural Resources Career Cluster

Environmental Services Systems			Food Products & Processing Systems			Plant Systems			Animal Systems		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
01011	*Introduction to Agriculture	½ or 1	01011	*Introduction to Agriculture	½ or 1	01011	*Introduction to Agriculture	½ or 1	01011	*Introduction to Agriculture	½ or 1
01012	*Foundations of Agriculture	½ or 1	01012	*Foundations of Agriculture	½ or 1	01012	*Foundations of Agriculture	½ or 1	01012	*Foundations of Agriculture	½ or 1
01073	*Agriculture III	½ or 1	01073	*Agriculture III	½ or 1	01073	*Agriculture III	½ or 1	01073	*Agriculture III	½ or 1
01074	*Agriculture IV	½ or 1	01074	*Agriculture IV	½ or 1	01074	*Agriculture IV	½ or 1	01074	*Agriculture IV	½ or 1
01080	CASE – Intro to AFNR	½ or 1	01080	CASE – Intro to AFNR	½ or 1	01080	CASE – Intro to AFNR	½ or 1	01080	CASE – Intro to AFNR	½ or 1
01053 – 54	Botany/Horticulture Science	½ or 1	01068	Agriculture Processing	½ or 1	01082	CASE – Principles of Agricultural Science-Plant	½ or 1	01081	CASE – Principles of Agricultural Science-Animal	½ or 1
01043 - 47	Agricultural Mechanics Technology	½ or 1	01990	Individual Agricultural Studies	½ or 1	01025	Agronomy Science	½ or 1	01061	Livestock Production	½ or 1
01063	Natural/Environmental Resources	½ or 1	01995	Supervised Agricultural Experience	¼ to 2	01053	Botany/Horticulture Science I	½ or 1	01062	Equine Science	½ or 1
01069	World Agricultural Science and Technology	½ or 1	01999	Cooperative Work Experience	½ or 1	01054	Botany/Horticulture Science II	½ or 1	01066	Small Animal Care	½ or 1
01990	Individual Agricultural Studies	½ or 1				01069	World Agriculture Science and Technology	½ or 1	01067	Veterinary Science	½ or 1
01993	Community Development	½ or 1				01990	Individual Agricultural Studies	½ or 1	01068	Agriculture Processing	½ or 1
01995	Supervised Agricultural Experience	¼ to 2				01995	Supervised Agricultural Experience	¼ to 2	01069	World Agriculture Science and Technology	½ or 1
01999	Cooperative Work Experience	½ or 1				01999	Cooperative Work Experience	½ or 1	01990	Individual Agricultural Studies	½ or 1
									01995	Supervised Agricultural Experience	¼ to 2
									01999	Cooperative Work Experience	½ or 1
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

Interchangeable:

- 01021 Agriscience Technology I or 01011 Introduction to Agriculture;
- 01022 Agriscience Technology II or 01012 Foundations of Agriculture;
- 01023 Agriscience Technology III or 01073 Agriculture III.

Business Education– Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Business Management & Administration Career Cluster						Finance Career Cluster		
Administrative Support			General Management			Accounting		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
14096	Word Processing	¼, ½ or 1	14230/ 04080	Business Fundamentals/ Principles of Marketing	½ or 1	14010	Accounting I	½
14025	Spreadsheets	¼ or ½	14231	Management I*	½	14011	Accounting II	½
14098	Desktop Publishing	¼, ½ or 1	14232	Management II*	½	14025	Spreadsheets	¼ or ½
14099	Multimedia	½ or 1	14010	Accounting I	½	14012	Accounting III	½
14060	Business Communication	½ or 1	14011	Accounting II	½	14013	Accounting IV	½
14028	Communication Technologies	½ or 1	14016	Business Finance	½	14060	Business Communication	½ or 1
14022	Web Design	½ or 1	14111	Entrepreneurship	½ or 1	14016	Business Finance	½
14026	Database	¼ or ½	14233	Global Management	½	14014	Forensic Accounting	½
14010	Accounting I	½	14234	Operations Management	½	14015	Entrepreneurial Accounting	½
14011	Accounting II	½	14090	Business Law	½ or 1	14230/ 04080	Business Fundamentals/ Principles of Marketing	½ or 1
14079	Business Technology & Procedures	½ or 1	14060	Business Communication	½ or 1	14090	Business Law	½ or 1
14230/ 04080	Business Fundamentals/ Principles of Marketing	½ or 1	14024	Business Computer Applications	½ or 1	14024	Business Computer Applications	½ or 1
14095	Financial Literacy	½ or 1	14095	Financial Literacy	½ or 1	14095	Financial Literacy	½ or 1
14999	Cooperative Work Experience	½ to 2	14999	Cooperative Work Experience	½ to 2	14999	Cooperative Work Experience	½ to 2
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

*04223 Management can be used in place of 14231/2 Management I and II

Family and Consumer Sciences – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Human Services Career Cluster						Hospitality & Tourism Career Cluster			Arts, A/V Technology & Communications Cluster		
Family & Community Services			Early Childhood Development & Services			Restaurants & Food/Beverage Services			Visual Arts		
Course Code	Description	No. of Cr	Course Code	Description	No. of Cr	Course Code	Description	No. of Cr	Course Code	Description	No. of Cr
09022	Family & Consumer Sciences I	¼, ½, 1	09022	Family & Consumer Sciences I	¼, ½, 1	09022	Family & Consumer Sciences I	¼, ½, 1	09022	Family & Consumer Sciences I	¼, ½, 1
09023	Family & Consumer Sciences II	½ or 1	09023	Family & Consumer Sciences II	½ or 1	09023	Family & Consumer Sciences II	½ or 1	09023	Family & Consumer Sciences II	½ or 1
09024	Family & Consumer Sciences III	½ or 1	09024	Family & Consumer Sciences III	½ or 1	09024	Family & Consumer Sciences III	½ or 1	09024	Family & Consumer Sciences III	½ or 1
09025	Independent Living	½ or 1	09025	Independent Living	¼, ½, 1	09025	Independent Living	¼, ½, 1	09025	Independent Living	¼, ½, 1
09026	Child Development	½ or 1	09026	Child Development	¼, ½, 1	09028	Consumer & Resource Management	¼, ½, 1	09027	Clothing & Textiles I	½ or 1
09028	Consumer & Resource Management	¼, ½, 1	09028	Consumer & Resource Management	¼, ½, 1	09129	Individual & Family Health	¼, ½, 1	09028	Consumer & Resource Management	¼, ½, 1
09129	Individual & Family Health	¼, ½, 1	09129	Individual & Family Health	¼, ½, 1	09131	Nutrition and Foods Prep I	½ or 1	09029	Clothing & Textiles II	½ or 1
09130	Parenting	¼, ½, 1	09130	Parenting	¼, ½, 1	09135	Nutrition and Foods Prep II	½ or 1	09030	Fashion & Textile Trends	½ or 1
09131	Nutrition & Food Prep I	½ or 1	09132	Family Living	¼, ½, 1	09136	Cultures & Cuisine	½ or 1	09037	Current Topics in Textiles & Apparel	½ or 1
09132	Family Living	¼, ½, 1	09140	Individual Family & Consumer Sciences Studies	¼, ½, 1	09137	Nutrition & Fitness	½ or 1	09133	Housing & Living Environments	¼, ½, 1
09137	Nutrition & Fitness	½ or 1	09211	Early Childhood Care & Education Services	1, 2	09138	Food Science & Technology	½ or 1	09140	Individual Family & Consumer Sciences Studies	¼, ½, 1
09140	Individual Family & Consumer Sciences Studies	¼, ½, 1	09250	Occupational Exploration	½ or 1	09140	Individual Family & Consumer Sciences Studies	¼, ½, 1	09212	Clothing & Textile Services	1, 2
			09299	Cooperative Work Experience	½ to 2	09213	Food Service/Culinary Arts	1 or 2	09250	Occupational Exploration	½, 1
						09214	Prostart I	1 or 2	09299	Cooperative Work Experience	½ to 2
						09215	Prostart II	1 or 2			
						09250	Occupational Exploration	½ or 1			
						09299	Cooperative work Experience	½ to 2			
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

9

Health Careers – Coordinated Plans of Study for ND Career and Technical Education & Academic Scholarships					
Health Science Career Cluster			Business Management & Administration Career Cluster		
Therapeutic Services			Human Resources Management		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
07032	Nurse Assistant	½ or 1	07021	Sign Language I	½
07033	Health Careers I	1 or 2	07022	Sign Language II	½
07034	Prevention/Care of Athletic Injuries	½ or 1	07023	Sign Language III	½
07035	Advanced Health Careers	1 or 2	07024	Sign Language IV	½
07036	Medical Terminology	½ or 1	07025	Sign Language Cooperative Education	1
07045	Emergency Medical Services	1 or 2	07999	Health Education Supervised Occupational Experience	½ to 2
07046	Advanced EMS	1 or 2			
07999	Health Education Supervised Occupational Experience	½ to 2			
37080	CTE Health Careers Cluster*	½ or 1			
Must complete at least 2 credits			Must complete at least 2 credits		

Information Technology – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Information Technology Career Cluster

Network Systems			Information Support & Services			Web and Digital Communications			Programming & Software Development		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
27101	Intro to IT	¼, ½, 1	27101	Intro to IT	¼, ½, 1	27101	Intro to IT	¼, ½, 1	27101	Intro to IT	¼, ½, 1
27220	IT Essentials 2	½ or 1	27220	IT Essentials 2	½ or 1	27102	Computer Software Application	½, 1, 2	27120	Intro to Programming Languages	½ or 1
27219	Computer Hardware and Operating Systems (A+)	½, 1, 2	27219	Computer Hardware and Operating Systems (A+)	½, 1, 2	27128	Mobile Applications Development	½ or 1	27122	Programming Essentials	½ or 1
27265	Introduction to Networking	½ or 1	27265	Introduction to Networking	½ or 1	27170	Introduction to Web Design	½ or 1	27125	Fundamentals of JAVA Programming	½ or 1
27266	CCNA Introduction to Networks	½ or 1	27266	CCNA Introduction to Networks	½ or 1	27180	CIW Foundations	½ or 1	27127	Advanced JAVA Programming	½ or 1
27267	CCNA Routing & Switching Essentials	½ or 1	27280	Introduction to Cybersecurity	½ or 1	27185	CIW Site Design	½ or 1	27128	Mobile Applications Development	½ or 1
27268	CCNA Scaling Networks	½ or 1	27300	Essentials of Desktop Operating Systems	½ or 1	27280	Introduction to Cybersecurity	½ or 1	27170	Introduction to Web Design	½ or 1
27269	CCNA Connecting Networks	½ or 1	27310	Essentials of Network Operating Systems	½ or 1	27400	Geographic Info Systems (GIS)	½ or 1	27180	CIW Foundations	½ or 1
27280	Introduction to Cybersecurity	½ or 1	27400	Geographic Info Systems (GIS)	½ or 1	27999	Cooperative Work Experience	½ to 2	27185	CIW Site Design	½ or 1
27999	Cooperative Work Experience	½ to 2	27999	Cooperative Work Experience	½ to 2				27280	Introduction to Cybersecurity	½ or 1
51012	Governor's School: Information Technology	½	51012	Governor's School: Information Technology	½				27500	Data Modeling & SQL	½ or 1
									27999	Cooperative Work Experience	½ to 2
									51012	Governor's School: Information Technology	½
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

8

Marketing Education – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Marketing Career Cluster

Professional Sales/Merchandising/Marketing Communication

Marketing Management

Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
04080/ 14230	Principles of Marketing/ Business Fundamentals	½ or 1	04080/ 14230	Principles of Marketing/ Business Fundamentals	½ or 1
04210	Marketing I	1	04081	Principles of Finance	½
04215	Marketing II	1	04082	Business Finance	½ or 1
04223	Management	1	04110	Principles of Entrepreneurship	½ or 1
04235	Social Media Marketing	½ or 1	04111	Entrepreneurship	½ or 1
04239	Principles of Sports & Entertainment Marketing	½	04210	Marketing I	1
04240	Sports & Entertainment Marketing	½ or 1	04215	Marketing II	1
04310	International Marketing	½	04223/ 14231 & 14232	Management/ Management I & II	1/ ½ & ½
04290	School Based Enterprise	½ or 1	04235	Social Media Marketing	½ or 1
04999	Cooperative Work Experience	½ or 1	04290	School Based Enterprise	½ or 1
			04999	Cooperative Work Experience	½ or 1

Must complete at least 2 credits

Must complete at least 2 credits

6

Technology & Engineering Education – Coordinated Plans for ND Career and Technical Education or Academic Scholarships					
Science, Technology, Engineering & Mathematics Career Cluster			Manufacturing Career Cluster		
Engineering & Technology			Manufacturing Production Process Development		
Course Code	Description	No. of Cr	Course Code	Description	No. of Cr
10094	Foundations of Technology	½ or 1	10091	Individual Technical Problems	½ or 1
10096	Technology & Society	½ or 1	10093	Applying Technology	½ or 1
10338	Advanced Design Applications	½ or 1	10110	Production Technology	½ or 1
10339	Advanced Tech Applications	½ or 1	10111	Construction Technology	½ or 1
10410	Technological Design	½ or 1	10121	Manufacturing Technology	½ or 1
10415	Engineering Design	½ or 1	10251	Communication Technology	½ or 1
10510	Invention & Innovation	½ or 1	10259	Design/Drafting	½ or 1
10511	*PLTW Introduction to Engineering Design	½ or 1	10260	3D Modeling & Design	½ or 1
10512	*PLTW Digital Electronics	½ or 1	10331	Energy & Transportation Technology	½ or 1
10513	*PLTW Principles of Engineering	½ or 1	10411	Robotics Engineering	½ or 1
10514	*PLTW Civil Engineering and Architecture	½ or 1	10999	Cooperative Work Experience	½ or 1
10515	Technological Systems	½ or 1			
10517	*PLTW Computer Integrated Manufacturing	½ or 1			
10610	STEM Seminar	½ or 1			
10710	Biomedical Technology	½ or 1			
10730	*PLTW Principles of Biomedical Science	½ or 1			
10732	*PLTW Human Body Systems	½ or 1			
10734	*PLTW Medical Interventions	½ or 1			
10999	Cooperative Work Experience	½ or 1			
*PLTW Endorsement required to teach this course					
Must complete at least 2 credits			Must complete at least 2 credits		

10

Trade, Industry & Technical Education – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Transportation, Distribution & Logistics Career Cluster						Architecture & Construction Career Cluster								
Transportation Operations			Facility and Mobile Equipment Maintenance			Construction			Maintenance/Operations			Design/Pre-Construction		
Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits	Course Code	Description	No. of Credits
17812	Aviation Technology I	1 or 2	17030	Auto Collision Tech I	1 or 2	17100	Construction Technology I	1 or 2	17110	Facilities Maintenance I	1 or 2	17130	Drafting Technology I	1 or 2
17813	Aviation Technology II	1 or 2	17031	Auto Collision Tech II	2	17101	Virtual Center Construction Technology Summer Academy	½	17118	Facilities Maintenance II	2	17131	Drafting Technology II	2
17045	Commercial Driver License	1	17032	Auto Tech I	1 or 2	17117	Construction Technology II	2	17120	Residential Plumbing	2	10511	*PLTW Introduction to Engineering Design (IED)	1
17999	Cooperative Work Experience	½ to 2	17037	Auto Tech II	2	17120	Residential Plumbing	2	17115	Sheet Metal Technology	2	17999	Cooperative Work Experience	½ to 2
			17038	Auto General Service Tech I	1 or 2	17112	HVAC	2	17112	HVAC	2	37020	Architecture & Construction Cluster	½ or 1
			17039	Auto General Service Tech II	2	17125	Electrical Technology	2	17999	Cooperative Work Experience	½ to 2			
			17035	Parts & Merchandise Management	2	17999	Cooperative Work Experience	½ to 2	37020	Architecture & Construction Cluster	½ or 1			
			17040	Diesel Tech	2	37020	Architecture & Construction Cluster	½ or 1						
			17310	Recreational Small Engine Technology I	1 or 2									
			17311	Recreational Small Engine Technology	2									
			17999	Cooperative Work Experience	½ to 2									
			37170	Transportation, Distribution & Logistics Cluster	½ or 1									*PLTW Endorsement required to teach this course
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

Trade, Industry & Technical Education – Coordinated Plans of Study for ND Career and Technical Education or Academic Scholarships

Manufacturing Career Cluster						Hospitality & Tourism Career Cluster			Arts, AV Technology & Communications Career Cluster			Agriculture, Food & Natural Resources Career Cluster		
Production			Manufacturing Production Process Development			Restaurants & Food/Beverage Services			Visual Arts			Natural Resources Systems		
Course Code	Description	No. of Credits	Course Code	Description	No. of Cr	Course Code	Description	No. of Credits	Course Code	Description	No. of Cr	Course Code	Description	No. of Credits
17236	Welding Technology I	1 or 2	17150	Electronics Technology I	1 or 2	17050	Culinary Arts I	1 or 2	17072	Commercial Art I	1 or 2	17410	Exploration of Oil Industry	½ or 1
17237	Welding Technology II	2	17151	Electronics Technology II	1 or 2	17051	Culinary Arts II	2	17073	Commercial Art II	2	17413	Petroleum Industry Skills	½ or 1
17238	Virtual Center Welding Technology Summer Academy	½	17152	Electronics Technology III	1 or 2	17999	Cooperative Work Experience	½, 1, or 2	17080	Photography	1 or 2			
17230	Machine Tooling Technology	1 or 2	17999	Cooperative Work Experience	½ to 2				17190	Graphic Communications I	1 or 2			
17113	Automated Manufacturing	1 or 2	37140	Manufacturing Cluster	½ or 1				17191	Graphic Communications II	2			
17999	Cooperative Work Experience	½ to 2							17140	Television Production	1 or 2			
37140	Manufacturing Cluster	½ or 1							17999	Cooperative Work Experience	½ to 2			
									37030	Arts, A/V Technology & Communications Cluster	½ or 1			
Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits			Must complete at least 2 credits		

CHAPTER 15.1-21
CURRICULUM AND TESTING

15.1-21-01. Elementary and middle schools - Required instruction.

In order to be approved by the superintendent of public instruction, each public and nonpublic elementary and middle school shall provide to students instruction in:

1. English language arts, including reading, composition, creative writing, English grammar, and spelling.
2. Mathematics.
3. Social studies, including:
 - a. The United States Constitution;
 - b. United States history;
 - c. Geography;
 - d. Government; and
 - e. North Dakota studies, with an emphasis on the geography, history, and agriculture of this state, in the fourth and eighth grades.
4. Science, including agriculture.
5. Physical education.
6. Health, including physiology, hygiene, disease control, and the nature and effects of alcohol, tobacco, and narcotics.

15.1-21-02. High schools - Required units.

1. In order to be approved by the superintendent of public instruction, each public and nonpublic high school shall make available to each student:
 - a. Four units of English language arts from a sequence that includes literature, composition, and speech;
 - b. Four units of mathematics, including:
 - (1) One unit of algebra II; and
 - (2) One unit for which algebra II is a prerequisite;
 - c. Four units of science, including:
 - (1) One unit of physical science; and
 - (2) One unit of biology;
 - d. Four units of social studies, including:
 - (1) One unit of world history;
 - (2) One unit of United States history; and
 - (3) (a) One unit of problems of democracy; or
(b) One-half unit of United States government and one-half unit of economics;
 - e. One-half unit of health;
 - f. One-half unit of physical education during each school year, provided that once every four years the unit must be a concept-based fitness class that includes instruction in the assessment, improvement, and maintenance of personal fitness;
 - g. Two units of fine arts, at least one of which must be music;
 - h. Two units of the same foreign or native American language;
 - i. One unit of an advanced placement course or one unit of a dual-credit course; and
 - j. Two units of career and technical education from a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction.
2. In addition to the requirements of subsection 1, each public and nonpublic high school shall make available to each student, at least once every two years, one-half unit of North Dakota studies, with an emphasis on the geography, history, and agriculture of this state.
3. Each unit which must be made available under this section must meet or exceed the state content standards.

4. For purposes of this section, unless the context otherwise requires, "make available" means that:
 - a. Each public high school and nonpublic high school shall allow students to select units over the course of a high school career from a list that includes at least those required by this section;
 - b. If a student selects a unit from the list required by this section, the public high school or the nonpublic high school shall provide the unit to the student; and
 - c. The unit may be provided to the student through any delivery method not contrary to state law and may include classroom or individual instruction and distance learning options, including interactive video, computer instruction, correspondence courses, and postsecondary enrollment under chapter 15.1-25.
5. The board of a school district may not impose any fees or charges upon a student for the provision of or participation in units as provided in this section, other than the fees permitted by section 15.1-09-36.
6. If in order to meet the minimum requirements of this section a school district includes academic courses offered by a postsecondary institution under chapter 15.1-25, the school district shall:
 - a. Pay all costs of the student's attendance, except those fees that are permissible under section 15.1-09-36; and
 - b. Transport the student to and from the location at which the course is offered or provide mileage reimbursement to the student if transportation is provided by the student or the student's family.
7. The requirements of this section do not apply to alternative high schools or alternative high school education programs.
8. The requirements of subdivisions g and h of subsection 1 do not apply to the North Dakota youth correctional center.

15.1-21-02.1. High school diploma - Minimum units.

Except as provided in section 15.1-21-02.3 or as otherwise agreed to in the compact on educational opportunity for military children, before a school district, a nonpublic high school, or the center for distance education issues a high school diploma to a student, the student must have successfully completed:

1. The twenty-two units of high school coursework set forth in section 15.1-21-25; and
2. Any additional units of high school coursework required by the issuing entity, two of which may be theological studies if taught in a nonpublic school by an approved theological studies instructor.

15.1-21-02.2. High school graduation - Minimum requirements.

Except as provided in section 15.1-21-02.3, the following twenty-two units of high school coursework constitute the minimum requirement for high school graduation:

1. Four units of English language arts from a sequence that includes literature, composition, and speech;
2. Three units of mathematics;
3. Three units of science, including:
 - a. One unit of physical science;
 - b. One unit of biology; and
 - c. (1) One unit of any other science; or
(2) Two one-half units of any other science;
4. Three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
(2) One unit of problems of democracy; and
 - c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;

5. a. One unit of physical education; or
b. One-half unit of physical education and one-half unit of health;
6. Three units of:
 - a. Foreign languages;
 - b. Native American languages;
 - c. Fine arts; or
 - d. Career and technical education courses; and
7. Any five additional units.

15.1-21-02.3. Optional high school curriculum - Requirements.

If after completing at least two years of high school a student has failed to pass at least one-half unit from three subsections in section 15.1-21-02.1 or has a grade point average at or below the twenty-fifth percentile of other students in the district who are enrolled in the same grade, the student may request that the student's career advisor, guidance counselor, or principal meet with the student and the student's parent to determine if the student should be permitted to pursue an optional high school curriculum, in place of the requirements set forth in section 15.1-21-02.1. If a student's parent consents in writing to the student pursuing the optional high school curriculum, the student is eligible to receive a high school diploma upon completing the following requirements:

1. Four units of English language arts from a sequence that includes literature, composition, and speech;
2. Two units of mathematics;
3. Two units of science;
4. Three units of social studies, which may include up to one-half unit of North Dakota studies and one-half unit of multicultural studies;
5. a. One unit of physical education; or
b. One-half unit of physical education and one-half unit of health;
6. Two units of:
 - a. Foreign languages;
 - b. Native American languages;
 - c. Fine arts; or
 - d. Career and technical education courses; and
7. Any seven additional units.

15.1-21-02.4. North Dakota career and technical education scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year and any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year is eligible to receive a North Dakota career and technical education scholarship provided the student:

1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. Two units of any other mathematics;
3. Completed three units of science, including:
 - a. One unit of physical science;
 - b. One unit of biology; and
 - c. (1) One unit of any other science; or
(2) Two one-half units of any other science;
4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics;
or
(2) One unit of problems of democracy; and

- c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
- 5. a. Completed one unit of physical education; or
- b. One-half unit of physical education and one-half unit of health;
- 6. Completed:
 - a. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education courses; and
 - b. Two units of a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction;
- 7. Completed any five additional units, two of which must be in the area of career and technical education;
- 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and
- (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and
- (2) Obtained a grade of at least "C" in each unit or one-half unit; and
- 9. Received:
 - a. A composite score of at least twenty-four on an ACT; or
 - b. A score of at least five on each of three WorkKeys assessments recommended by the department of career and technical education and approved by the superintendent of public instruction.

15.1-21-02.5. North Dakota academic scholarship.

Any resident student who graduates from a high school during or after the 2010-11 school year and any resident student who completes a program of home education supervised in accordance with chapter 15.1-23 during or after the 2012-13 school year is eligible to receive a North Dakota academic scholarship provided the student:

- 1. Completed four units of English language arts from a sequence that includes literature, composition, and speech;
- 2. Completed three units of mathematics, including:
 - a. One unit of algebra II, as defined by the superintendent of public instruction; and
 - b. One unit of mathematics for which algebra II, as defined by the superintendent of public instruction, is a prerequisite;
- 3. Completed three units of science, including:
 - a. One unit of physical science;
 - b. One unit of biology; and
 - c. (1) One unit of any other science; or
 - (2) Two one-half units of any other science;
- 4. Completed three units of social studies, including:
 - a. One unit of United States history;
 - b. (1) One-half unit of United States government and one-half unit of economics; or
 - (2) One unit of problems of democracy; and
 - c. One unit or two one-half units of any other social studies, which may include civics, civilization, geography and history, multicultural studies, North Dakota studies, psychology, sociology, and world history;
- 5. a. Completed one unit of physical education; or

- b. One-half unit of physical education and one-half unit of health;
- 6. a. Completed two units of:
 - (1) The same foreign language;
 - (2) The same native American language;
 - (3) American sign language; or
 - (4) Career and technical education from a coordinated plan of study recommended by the department of career and technical education and approved by the superintendent of public instruction; and
- b. One unit selected from:
 - (1) Foreign languages;
 - (2) Native American languages;
 - (3) American sign language;
 - (4) Fine arts; or
 - (5) Career and technical education;
- 7. Completed any five additional units;
- 8. a. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based on all high school units in which the student was enrolled; and
 - (2) Obtained a grade of at least "C" in each unit or one-half unit; or
- b. (1) Obtained a cumulative grade point average of at least 3.0 on a 4.0 grading scale, as determined by the superintendent of public instruction, based only on the units required by subsections 1 through 7; and
 - (2) Obtained a grade of at least "C" in each unit or one-half unit;
- 9. Received a composite score of at least twenty-four on an ACT; and
- 10. a. Fulfilled any one unit requirement set forth in subsections 1 through 7 by means of an advanced placement course and examination;
- b. Fulfilled any one unit requirement set forth in subsections 1 through 4 or 6 by completion, through an early entrance program, of a nonremedial postsecondary course offered for credit at an accredited institution of higher education which has a physical presence in this state; or
- c. Fulfilled any one-half unit requirement set forth in subsections 1 through 7 by means of a dual-credit course.

15.1-21-02.6. North Dakota scholarship - Amount - Applicability.

- 1. a. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction either a North Dakota academic scholarship or a North Dakota career and technical education scholarship in the amount of seven hundred fifty dollars for each semester during which the student is enrolled full time at an accredited institution of higher education in this state and maintains a cumulative grade point average of 2.75.
- b. The state board of higher education shall provide to any student certified as being eligible by the superintendent of public instruction either a North Dakota academic scholarship or a North Dakota career and technical education scholarship in the amount of five hundred dollars for each quarter during which the student is enrolled full time at an accredited institution of higher education in this state and maintains a cumulative grade point average of 2.75.
- 2. The state board shall monitor each scholarship recipient to ensure that the student meets the academic and other requirements of this section. Upon determining that a recipient student has failed to meet the requirements of this section, the board shall provide notification to the student within ten days.
- 3. A student is not entitled to receive more than six thousand dollars under this section.
- 4. The state board of higher education shall forward the scholarship directly to the institution in which the student is enrolled.
- 5. a. (1) This section does not require a student to be enrolled in consecutive semesters.