

## NOTICES OF FINAL RULEMAKING

The Administrative Procedure Act requires the publication of the final rules of the state's agencies. Final rules are those which have appeared in the *Register* first as proposed rules and have been through the formal rulemaking process including approval by the Governor's Regulatory Review Council. The Secretary of State shall publish the notice along with the Preamble and the full text in the next available issue of the *Register* after the final rules have been submitted for filing and publication.

### NOTICE OF FINAL RULEMAKING

#### TITLE 7. EDUCATION

#### CHAPTER 2. STATE BOARD OF EDUCATION

#### PREAMBLE

- 1. Sections Affected**  
R7-2-302
- Rulemaking Action**  
New Section
- 2. The specific authority for the rulemaking, including both the authorizing statute (general) and the statutes the rules are implementing (specific):**  
Authorizing statute: A.R.S. §15-203(A)  
Implementing statutes: A.R.S. §§15-203(A), and 15-741
- 3. The effective date of the rule:**  
February 20, 2001
- 4. A list of all previous notices appearing in the Register addressing the final rule:**  
Notice of Rulemaking Docket Opening: 4 A.A.R. 1017, May 1, 1998  
Notice of Proposed Rulemaking: 6 A.A.R. 946, March 10, 2000
- 5. The name and address of agency personnel with whom persons may communicate regarding the rule:**  
Name: Corinne L. Velasquez  
Executive Director  
  
Address: 1535 W. Jefferson, Room 418  
Phoenix, Arizona 85007  
  
Telephone: (602) 542-5057  
Fax: (602) 542-3046
- 6. An explanation of the rule, including the agency's reasons for initiating the rule:**  
R7-2-302 sets forth the minimum course of study and competency requirements for graduation from high school. Rulemaking was initiated as an amendment to R7-2-302.04 to incorporate the requirements of the AIMS program and conform the rule language with the statute related to student assessment. The amendment to R7-2-302.04 was renumbered as new rule R7-2-302, as R7-2-302.04 shall remain in effect for the graduating classes prior to 2002, for which R7-2-302 will apply.
- 7. A reference to any study that the agency proposes to rely on in its evaluation of or justification for the proposed rule and where the public may obtain or review the study, all data underlying each study, any analysis of the study and other supporting material:**  
None
- 8. A showing of good cause why the rule is necessary to promote a statewide interest if the rule will diminish a previous grant of authority of a political subdivision of this state:**  
Not applicable
- 9. The summary of the economic, small business and consumer impact:**  
There will be no economic or small business impact related to this rule. Students are currently required to take the AIMS test for graduation from high school pursuant to Arizona statute and State Board of Education policy. This rule will align the rule language with the statute and current Board policy. The rule language related to the mathematics course requirement will add specificity to the content of the coursework and will not increase the current requirements for graduation credits.

**10. A description of the changes between the proposed rules, including supplemental notices, and final rules (if applicable):**

None

**11. A summary of the principal comments and the agency response to them:**

There were no written comments received related to the proposed rule. One individual spoke to the Board representing the Arizona Education Association, stating his strong support for the proposed rule as “standards reform at work” and the opportunities that will be available to students for learning the standards.

**12. Any other matters prescribed by statute that are applicable to the specific agency or to any specific rule or class of rules:**

Not applicable

**13. Incorporations by reference and their location in the rules:**

None

**14. Was this rule previously adopted as an emergency rule?**

No

**15. The full text of the rule follows:**

TITLE 7. EDUCATION

CHAPTER 2. STATE BOARD OF EDUCATION

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

Section

R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School

ARTICLE 3. CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

**R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School**

The Board prescribes the minimum course of study and competency requirements as outlined in subsections (1) and (2) and receipt of a passing score on the reading and writing portion of the AIMS (Arizona’s Instrument to Measure Standards) assessment for the graduation of pupils from high school or issuance of a high school diploma, effective for the graduation class of 2002 and 2003; and receipt of a passing score on the reading, writing and mathematics portions of AIMS for the graduation class of 2004.

1. Subject area course requirements. The Board establishes 20 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (f) based on completion of subject area course requirements or competency requirements. At the discretion of the local governing board, credits may be awarded for completion of elective subjects specified in subsections (1)(g) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local governing board as follows:
  - a. Four credits of English or English as a Second Language, which shall include but not be limited to the following: grammar, writing, and reading skills, advanced grammar, composition, American literature, advanced composition, research methods and skills and literature. One-half credit of the English requirement shall include the principles of speech and debate but not be limited to those principles.
  - b. One and one-half credits in instruction in the essentials, sources and history of the constitutions of the United States and Arizona and instruction in American institutions and ideals and in the history of Arizona.
  - c. One credit of world history/geography.
  - d. Two credits of mathematics. Effective with the graduating class of 2004, mathematics credits shall be taken consecutively beginning with the 9th grade, and the course content of the mathematics credits shall include Number Sense; Data Analysis and Probability; Patterns, Algebra and Functions; Geometry; Measurement and Discrete Mathematics; and Mathematical Structure/Logic, in preparation for proficiency, at the high school level, on the AIMS test.
  - e. Two credits of science.
  - f. One credit of fine arts or vocational education.
  - g. Eight and one-half credits of additional courses prescribed by the local governing board subject to the approval of the State Board pursuant to A.R.S. §15-341(A)(7).
2. Credits earned through correspondence courses to meet graduation requirements shall be taken from an accredited institution as defined in R7-2-601. Credits earned thereby shall be limited to four, and only one credit may be earned in each of the following subject areas:
  - a. English as described in subsection (1)(a) of this rule.

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- b. Social Studies.
  - c. Mathematics.
  - d. Science.
3. Delivery of distance education. In addition to traditional methods of course delivery, courses may also be offered through distance education. Distance education does not include correspondence courses. Distance education is defined as instructional-learning arrangements in which the distance education instructor and the student are separated geographically. Instruction is delivered by means of telecommunications technologies such as satellite, microwave, telephone, cable, fiber optics. The instruction supplements or comprises the entire course content and provides for two-way interactive communications between the instructor and the student during the time of the instruction. Communication or interaction occurs through the use of technologies such as voice, video or computer-mediated communications.
- a. Distance education providers shall register with the Department of Education and satisfy the following requirements:
    - i. Be accredited or affiliated with an accredited institution as defined in R7-2-601.
    - ii. Validate that the instructor of the distance education program:
      - (1) Possesses a current Arizona teaching certificate valid for the level and subject of the instruction to be taught; or
      - (2) Possesses a current teaching certificate from the recognized certifying authority of the sending location valid for the level and subject of the instruction to be taught; or
      - (3) Is employed by or affiliated with, in the content area of instruction, an accredited institution as defined in R7-2-601.
  - b. Distance education may be used as a part of the instructional program. School districts shall ensure that:
    - i. Only those distance education providers registered with the Department of Education are used to provide distance education; and
    - ii. The teaching partners who assist the students in receiving the instruction onsite have instructional and technical facilitator training and are supervised by an individual certified pursuant to R7-2-601 et seq.
4. Local governing boards may grant to vocational-technological education program completers a maximum of 3 1/2 credits to be used toward the Board English, mathematics, or science credit requirements for graduation, subject to the following restrictions.
- a. The Board has approved the vocational-technological education program for equivalent credit to be used toward the Board English, mathematics, or science credit requirements for graduation.
  - b. Only one credit in each of English, mathematics or science may be granted.
  - c. For vocational-technological programs in which only one credit is offered, either vocational or English, mathematics or science credit may be granted.
  - d. For vocational-technological programs in which two or more credits are offered, only one credit may be used for English, mathematics or science.
5. Competency requirements.
- a. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State Board-adopted academic standards for subject areas listed in subsections (1)(a) through (1)(f), the successful completion of the competency requirements for the elective subjects specified in subsection (1)(g). Competency requirements for elective subjects as specified in subsection (1)(g) shall be the academic standards adopted by the State Board. If there are no adopted academic standards for an elective subject, the local governing board shall be responsible for developing and adopting competency requirements for the successful completion of the elective subject.
  - b. The determination and verification of student accomplishment and performance shall be the responsibility of the subject area teacher.
  - c. Upon request of the student, the local governing board shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsection (1)(a) through (1)(g) above in lieu of classroom time.
6. The local governing board of each school district shall be responsible for developing a course of study and graduation requirements for all students placed in special education programs in accordance with A.R.S. Chapter 7, Article 4 and A.A.C. R7-2-401 et seq. Students placed in special education classes, 9-12, are eligible to receive a high school diploma upon completion of graduation requirements, but reference to special education placement may be placed on the student's transcript or permanent file.