

Senate Study Bill 3163 - Introduced

SENATE/HOUSE FILE _____
BY (PROPOSED DEPARTMENT OF
EDUCATION BILL)

A BILL FOR

1 An Act relating to education programs and systems, including
2 career and technical education expenditures and definitions,
3 statewide lower division general education framework and
4 common course numbering systems, and the implementation of a
5 statewide corequisite model in Iowa community colleges.
6 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

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1 Section 1. Section 256.9, subsection 70, paragraph a, Code
2 2026, is amended to read as follows:

3 a. Develop and make available on the department's internet
4 site a list of industry-recognized credentials or certifications
5 that are attainable by students enrolled in grades nine through
6 twelve and that are aligned with career and technical education
7 service content areas.

8 Sec. 2. Section 256.11, subsection 4, paragraph b, Code 2026,
9 is amended to read as follows:

10 b. Computer science instruction incorporating the standards
11 established under section 256.7, subsection 26, paragraph "a",
12 subparagraph (4), shall be offered in at least one grade
13 level commencing with the school year beginning July 1, 2023.
14 Career exploration and development shall be designed so that
15 students are appropriately prepared to create an individual
16 career and academic plan pursuant to section 279.61, incorporate
17 foundational career and technical education concepts aligned with
18 the six career and technical education service content areas
19 as defined in subsection 5, paragraph "h", incorporate relevant
20 twenty-first century skills to facilitate career readiness, and
21 introduce students to career opportunities within the local
22 community and across this state.

23 Sec. 3. Section 256.11, subsection 5, paragraph h,
24 subparagraph (1), Code 2026, is amended to read as follows:

25 (1) A minimum of three sequential units in at least four
26 of the following six career and technical education service
27 content areas. The department shall ensure that the six career
28 and technical education content areas are aligned to a national
29 framework representative of all career pathways:

30 (a) ~~Agriculture, food, and natural resources.~~

31 (b) ~~Arts, communications, and information~~ Information
32 systems.

33 (c) ~~Applied sciences, technology, engineering, and~~
34 ~~manufacturing, including transportation, distribution, logistics,~~
35 ~~architecture, and construction.~~

1 (d) Health sciences.

2 (e) Human services, ~~including law, public safety,~~
3 ~~corrections, security, government, public administration, and~~
4 ~~education and training.~~

5 (f) Business, ~~finance, marketing, and management.~~

6 Sec. 4. Section 256.11, subsection 5, paragraph h,
7 subparagraph (3), Code 2026, is amended to read as follows:

8 (3) The department of education shall permit school
9 districts, in meeting the requirements of this section, to use
10 career and technical education core courses in more than one
11 career and technical education ~~service~~ content area and to use
12 multi-occupational courses to complete a sequence in more than
13 one career and technical education ~~service~~ content area.

14 Sec. 5. Section 256.125, subsection 5, Code 2026, is amended
15 to read as follows:

16 5. "*Career and technical education ~~service~~ content area*"
17 means any one of the ~~service~~ content areas specified in section
18 256.11, subsection 5, paragraph "h".

19 Sec. 6. Section 256.125, Code 2026, is amended by adding the
20 following new subsections:

21 NEW SUBSECTION. 5A. "*High-demand occupation*" means an
22 occupation in which state, local, or regional labor market
23 forecasting shows occupational demand exceeds the overall state,
24 local, or regional employer demand metrics, including in
25 openings, numeric change, and growth.

26 NEW SUBSECTION. 5B. "*High-skill occupation*" means an
27 occupation with education or training requirements, including the
28 completion of an apprenticeship program, an industry-recognized
29 credential, a short-term college credential such as a certificate
30 or diploma, a noncredit college credential or certification, an
31 associate degree or higher, on-the-job training, or on-the-job
32 credential or certification.

33 NEW SUBSECTION. 5C. "*High-wage occupation*" means an
34 occupation for which at least three of five hourly wage or annual
35 salary measurements for that occupation exceed the hourly wage or

1 annual salary for all occupations in the state or region.

2 Sec. 7. Section 256.129, subsection 2, Code 2026, is amended
3 to read as follows:

4 2. Adopt rules prescribing standards for teachers in the six
5 career and technical education ~~service~~ content areas specified
6 in section 256.11, subsection 5, paragraph "h", in approved
7 programs.

8 Sec. 8. Section 256.130, subsection 5, Code 2026, is amended
9 to read as follows:

10 5. Make recommendations to the board of educational examiners
11 relating to the enforcement of rules prescribing standards for
12 teachers of career and technical education ~~service~~ content areas.

13 Sec. 9. Section 256.136, subsection 6, Code 2026, is amended
14 to read as follows:

15 6. A regional career and technical education partnership may
16 use funds received from state ~~and federal~~ sources on behalf
17 of school districts and community colleges participating in the
18 regional career and technical education planning partnership
19 to convene, lead, and staff the regional career and technical
20 education planning partnership; to offer regional career and
21 technical education professional development opportunities; to
22 coordinate and maintain a career guidance system pursuant to
23 section 279.61; to purchase career and technical education
24 equipment; and to purchase standard classroom consumable supplies
25 other than consumable supplies that will be made into products
26 to be sold or used personally by students, teachers, and
27 other persons. The regional career and technical education
28 partnership shall demonstrate that all expenditures are aligned
29 with high-skill, high-wage, and high-demand occupations as
30 defined in section 256.125.

31 Sec. 10. NEW SECTION. **256.139 Statewide lower division**
32 **general education and common course numbering systems.**

33 1. To support student transfer and academic transparency,
34 statewide lower division general education framework and common
35 course numbering systems shall be implemented by the department

1 of education, in coordination with the Iowa community colleges
2 and in consultation with the state board of regents, for
3 coursework offered by Iowa community colleges.

4 2. The common course numbering system must do all of the
5 following:

6 a. Assign each course an alphanumeric prefix and number
7 reflecting subject area and level.

8 b. Identify equivalent courses across institutions. Each
9 course shall have a common description and common course outcomes
10 developed by faculty from community colleges, with consultation
11 from the board of regents.

12 c. Be used in all course catalogs, registration systems, and
13 transcripts.

14 3. The department shall maintain a statewide course numbering
15 directory and shall establish a faculty-led process for
16 determining course equivalency.

17 4. For the school year beginning July 1, 2027, and each
18 succeeding school year, the lower division general education
19 framework shall apply to all community college general education
20 coursework, inclusive of a common set of general education
21 learning requirements, and shall be built upon the existing
22 statewide transfer pathways used by public institutions of
23 higher education in the state. This process shall preserve
24 institutional autonomy over course delivery and content while
25 ensuring transfer consistency.

26 5. The department shall adopt rules pursuant to chapter 17A
27 to administer this section.

28 Sec. 11. NEW SECTION. **256.140 Statewide corequisite**
29 **model.**

30 1. By the 2028-2029 school year, all Iowa community colleges
31 shall replace traditional, prerequisite remedial coursework in
32 mathematics and English with corequisite models.

33 2. The department of education, in consultation with Iowa
34 community colleges, shall by rule establish a statewide framework
35 for corequisite developmental education.

1 Sec. 12. NEW SECTION. **256.141 Statewide occupation**
2 **definitions.**

3 The department of education, in consultation with the
4 Iowa workforce development board, shall adopt rules pursuant
5 to chapter 17A to administer the process of selecting the
6 occupations that qualify as a high-demand occupation, high-skill
7 occupation, or high-wage occupation, each as defined in section
8 256.125, for purposes of use by government agencies and statewide
9 programs.

10 Sec. 13. Section 257.11, subsection 3, paragraph c,
11 unnumbered paragraph 1, Code 2026, is amended to read as follows:

12 Notwithstanding paragraph "b", subparagraph (1), a school
13 district that otherwise meets the requirements of this subsection
14 may enter into a sharing agreement with a community college under
15 which the community college may offer, or provide a community
16 college-employed instructor to teach, one of the science or
17 one of the mathematics units in accordance with section 256.11,
18 subsection 5, and one or more units in only one of the six career
19 and technical education service content areas in accordance with
20 section 256.11, subsection 5, paragraph "h". Pupils enrolled
21 in a unit in accordance with this paragraph shall be assigned
22 additional weighting in accordance with this subsection if the
23 number of pupils enrolled in such a unit exceeds five and the
24 school district's total enrollment does not exceed six hundred
25 pupils. A school district that enters into a sharing agreement
26 with a community college under this paragraph to provide a unit
27 of science or mathematics in accordance with section 256.11,
28 subsection 5, paragraph "a", "d", or "e", shall be deemed to
29 have met the requirement that the school district offer and
30 teach such a unit under the educational standards of section
31 256.11, subsection 5, paragraph "a", "d", or "e". However, the
32 provisions of this paragraph "c" relating to a sharing agreement
33 for a unit of science or mathematics are applicable only if all
34 of the following conditions are met:

35 Sec. 14. Section 260C.14, Code 2026, is amended by adding the

1 following new subsection:

2 NEW SUBSECTION. 27. Comply with the requirements of section
3 256.140, including by replacing traditional, prerequisite
4 remedial coursework in mathematics and English with corequisite
5 models, and by assisting the department of education in
6 the implementation of a statewide framework for corequisite
7 developmental education.

8 Sec. 15. IMPLEMENTATION OF A COMMON COURSE NUMBERING SYSTEM
9 STUDY. By December 31, 2026, the department of education, in
10 consultation with the state board of regents, shall submit to
11 the general assembly a study on the systemic implementation
12 considerations of statewide lower division general education
13 framework and common course numbering systems across public
14 institutions of higher education, including Iowa community
15 colleges and the institutions governed by the state board of
16 regents.

17 EXPLANATION

18 The inclusion of this explanation does not constitute agreement with
19 the explanation's substance by the members of the general assembly.

20 This bill relates to career and technical education
21 expenditures and definitions, statewide lower division general
22 education framework and common course numbering systems, and the
23 implementation of a statewide corequisite model in Iowa community
24 colleges.

25 The bill renames the career and technical education service
26 areas as content areas and requires the department of education
27 to ensure that the six career and technical education content
28 areas in the high school career and technical education program
29 are aligned to a national framework representative of all career
30 pathways. The bill modifies what is included in five of the six
31 career and technical education content areas.

32 The bill further requires that regional career and technical
33 education partnerships demonstrate that all expenditures are
34 aligned with high-skill, high-wage, and high-demand occupations.

35 The bill defines "high-demand occupation" as an occupation in

1 which state, local, or regional labor market forecasting shows
2 occupational demand exceeds the overall state, local, or regional
3 employer demand metrics, including in openings, numeric change,
4 and growth. The bill defines "high-skill occupation" as an
5 occupation with education or training requirements, including the
6 completion of an apprenticeship program, an industry-recognized
7 credential, a short-term college credential such as a certificate
8 or diploma, a noncredit college credential or certification, an
9 associate degree or higher, on-the-job training, or on-the-job
10 credential or certification. The bill defines "high-wage
11 occupation" as an occupation for which at least three of five
12 hourly wage or annual salary measurements for that occupation
13 exceed the hourly wage or annual salary for all occupations
14 in the state or region. The bill requires the department of
15 education, in consultation with the Iowa workforce development
16 board, to adopt rules pursuant to Code chapter 17A to administer
17 the process of selecting the resulting occupations using these
18 statewide definitions. The bill also requires the selected
19 occupations to be applied across all government agencies and
20 statewide programs.

21 The bill requires the department, in coordination with the
22 Iowa community colleges and consultation with the state board of
23 regents, to implement statewide lower division general education
24 framework and common course numbering systems for all coursework
25 offered by the Iowa community colleges. The common course
26 numbering system must assign each course an alphanumeric prefix
27 and number reflecting subject area and level, identify equivalent
28 courses across institutions, ensure each equivalent course has
29 a common description and common course outcomes, and be used
30 in all course catalogs, registration systems, and transcripts.
31 The bill requires the department to maintain a statewide course
32 numbering directory, to establish a faculty-led process for
33 determining course equivalency, and to adopt rules to administer
34 the statewide common course numbering system. For the school
35 year beginning July 1, 2027, and each succeeding school year, the

1 bill requires the lower division general education framework to
2 apply to all community college general education coursework and
3 be built upon the existing statewide transfer pathways.

4 The bill requires that by the 2028-2029 school year, all
5 Iowa community colleges must replace traditional, prerequisite
6 remedial coursework in mathematics and English with corequisite
7 models. The bill requires the department to establish a
8 statewide framework for corequisite developmental education. The
9 bill also requires the board of directors of each community
10 college to implement the corequisite models and to assist the
11 department of education in implementing a statewide framework for
12 corequisite developmental education.

13 The bill also requires the department of education, in
14 consultation with the state board of regents, to submit to
15 the general assembly a study on the systemic implementation
16 considerations of statewide lower division general education
17 framework and common course numbering systems in institutions of
18 higher education.