

**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:

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

8 Sec. 2. Section 256.11, subsection 4, paragraph b, Code  
9 2026, 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 level  
13 commencing with the school year beginning July 1, 2023. Career  
14 exploration and development shall be designed so that students  
15 are appropriately prepared to create an individual career  
16 and academic plan pursuant to section 279.61, incorporate  
17 foundational career and technical education concepts aligned  
18 with the six career and technical education service content  
19 areas as defined in subsection 5, paragraph "h", incorporate  
20 relevant twenty-first century skills to facilitate career  
21 readiness, and introduce students to career opportunities  
22 within the local 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,~~  
35 ~~logistics, 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  
24 state, local, or regional employer demand metrics, including in  
25 openings, numeric change, and growth.

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

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

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

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

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

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

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

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

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

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

35 1. To support student transfer and academic transparency,

1 statewide lower division general education framework and common  
2 course numbering systems shall be implemented by the department  
3 of education, in coordination with the Iowa community colleges  
4 and in consultation with the state board of regents, for  
5 coursework offered by Iowa community colleges.

6 2. The common course numbering system must do all of the  
7 following:

8 a. Assign each course an alphanumeric prefix and number  
9 reflecting subject area and level.

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

14 c. Be used in all course catalogs, registration systems, and  
15 transcripts.

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

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

28 5. The department shall adopt rules pursuant to chapter 17A  
29 to administer this section.

30 **Sec. 11. NEW SECTION. 256.140 Statewide corequisite model.**

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

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

1 framework for corequisite developmental education.

2 Sec. 12. NEW SECTION. 256.141 Statewide occupation  
3 definitions.

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

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

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

1 science or mathematics are applicable only if all of the  
2 following conditions are met:

3 Sec. 14. Section 260C.14, Code 2026, is amended by adding  
4 the following new subsection:

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

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

20 EXPLANATION

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

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

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

35 The bill further requires that regional career and technical

1 education partnerships demonstrate that all expenditures  
2 are aligned with high-skill, high-wage, and high-demand  
3 occupations.

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

26 The bill requires the department, in coordination with the  
27 Iowa community colleges and consultation with the state board  
28 of regents, to implement statewide lower division general  
29 education framework and common course numbering systems for all  
30 coursework offered by the Iowa community colleges. The common  
31 course numbering system must assign each course an alphanumeric  
32 prefix and number reflecting subject area and level, identify  
33 equivalent courses across institutions, ensure each equivalent  
34 course has a common description and common course outcomes,  
35 and be used in all course catalogs, registration systems, and

1 transcripts. The bill requires the department to maintain  
2 a statewide course numbering directory, to establish a  
3 faculty-led process for determining course equivalency, and to  
4 adopt rules to administer the statewide common course numbering  
5 system. For the school year beginning July 1, 2027, and each  
6 succeeding school year, the bill requires the lower division  
7 general education framework to apply to all community college  
8 general education coursework and be built upon the existing  
9 statewide transfer pathways.

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

19 The bill also requires the department of education, in  
20 consultation with the state board of regents, to submit to  
21 the general assembly a study on the systemic implementation  
22 considerations of statewide lower division general education  
23 framework and common course numbering systems in institutions  
24 of higher education.