



**This Bill Analysis
reflects the contents
of the bill as it was
presented in
committee.**

HOUSE BILL 138: Arts Education Requirement

2015-2016 General Assembly

Committee:	House Education - K-12	Date:	March 11, 2015
Introduced by:	Reps. Carney, L. Johnson, Elmore, Glazier	Prepared by:	James Ritter*
Analysis of:	PCS to First Edition H138-CSTW		Legislative Analyst

SUMMARY: *HB 138 would direct the State Board of Education to require one arts education credit for graduation from high school beginning with students entering the sixth grade in 2018.*

The Proposed Committee Substitute would make the following changes: (i) clarify that the State Board of Education is to modify the graduation requirements and, (ii) clarify that the report to the Joint Legislative Education Committee on comprehensive arts education include information on arts education, arts integration, and arts exposure in the public schools.

CURRENT LAW:

Future-Ready Core Course of Study:

Under G.S. 115C-12(9c), the State Board of Education has the authority to develop and mandate the standard course of study and exit standards. The Future-Ready Core Course of Study was implemented beginning with the freshman class of 2009-10 and required 21 credits for graduation plus any local requirements added by the local school administrative units. Beginning with the freshman class of 2012-13, the Future Read-ready Core Course of Study (2012 Core Course of Study) requires 22 units for graduation with the addition of another social studies credit. Local school administrative units may add additional requirements.

A chart of the 2012 Core Course of Study is included in the Background section below.

Currently, the following local school administrative units have an arts education requirement for high school graduation: Burke County Schools, Columbus County Schools, Newton Conover Schools, Pitt County Schools, and Rowan-Salisbury Schools.

Arts Education: G.S. 115C-81(a1) sets forth the Basic Education Program (BEP) which has been implemented as funding allows. It includes the arts as an area of instruction that must be offered in the public schools and an arts education standard course of study has been adopted by the State Board of Education. To the extent funds are available, the State Board recommended in the BEP that arts education must be required of all students through grade 5. For grades 6-8, all four disciplines of arts education (theatre, music, visual arts, and dance) must be available with students required to take at least one each year. For the high school level, the arts are to be available as electives.

The arts are considered as one of the core academic subjects in the federal No Child Left Behind Act. In North Carolina, licensure is available for all four disciplines of arts education and teachers in these areas must meet NC licensure requirements. In 2012, the General Assembly directed the State Board of Education, in consultation with the Board of Governors of The University of North Carolina, to ensure that students preparing to teach in elementary schools in the State are prepared to integrate arts education across the curriculum. G.S. 115C-296(b).



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BILL ANALYSIS:

The PCS for House Bill 138 would direct the State Board of Education to modify the State graduation requirements to include one credit in arts education to be completed by each student at any time in grades six through 12. It also provides for the implementation of comprehensive arts education to include the three interdependent components of arts education, arts integration, and arts exposure as noted in S.L. 2010-34, SB 66, Comprehensive Arts Education Plan.

EFFECTIVE DATE:

The bill would become effective when it becomes law.

BACKGROUND:

Both the 2008 Joint Select Committee on Arts Education and the 2012 Arts Education Commission recommended to the General Assembly that the State Board of Education be directed to require one arts education credit for graduation from high school. According to the Department of Public Instruction, the percentage of students participating in arts education classes state-wide in all grades in 2014-2015 is 139.37%. For middle and high school students this disaggregates as follows:

Arts Education	Middle School	High School
Dance	4.68%	3.33%
Music	53.17%	44.31%
Theatre Arts	8.22%	8.16%
Visual Arts	42.16%	24.01%

Future Ready Core Course of Study (For Students Entering Ninth Grade in 2012-2013 and later)

Content Area	FUTURE-READY CORE Course of Study Requirements
Mathematics	4 Credits · Algebra I, Geometry, Algebra II OR · Integrated Math I, II, III · 4th Math Course to be aligned with the student's post high school plans <i>A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy. Please see the school counselor for more details.</i>
English	4 Credits I, II, III, IV OR a designated combination of 4 courses
Social Studies	4 Credits

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	<ul style="list-style-type: none"> · Civics and Economics · World History · American History I: Founding Principles and American History II or· AP US History · Additional social studies course
Science	3 Credits A physical science course, Biology, Environmental Science
World Languages	Not required for high school graduation. A 2-credit minimum is required for admission to a UNC constituent institution.
Health and Physical Education	1 Credit Health/Physical Education
Electives or other requirements	6 Credits required 2 elective credits of any combination from either: <ul style="list-style-type: none"> – Career and Technical Education (CTE) – Arts Education – World Languages 4 elective credits strongly recommended (four course concentration) from one of the following: <ul style="list-style-type: none"> – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)
Career/Technical	(see electives)
Arts Education (Dance, Music, Theatre Arts, Visual Arts)	(see electives)
Total	22 Credits plus any local requirements

**Patsy Pierce, Legislative Analyst, contributed substantially to this summary.*