

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Thalea Longhurst
Director, Career & Technical Education

DATE: June 9-10, 2016

ACTION: High School Digital Studies Requirement

Background: In 2012, the Board's Digital Literacy Task Force recommended the movement of the 0.5 credit "Computer Technology" requirement for grades 9-12 to the 8th grade, with updated course standards. The Task Force also recommended that a 0.5 credit requirement of "Digital Studies" be implemented in grades 9-12 with expanded offerings with a higher rigor, allowing students to be creators of technology.

In March 2016, the Board approved the move of the Computer Technology course, to now be known as Digital Literacy, to the 8th grade in school years 2018-2019 or 2019-2020 at the discretion of each local education agency (LEA). The Board also approved replacing the high school course with a 0.5 credit Digital Studies requirement for grades 9-12.

A rubric has been created by which existing courses have been measured, and a potential list of courses that can be offered to meet the Digital Studies requirement will be presented. Representatives of local education agencies will also be invited to give input.

At the request of the Committee Chair, the Committee will also reconsider the necessity of a state requirement for the high school Digital Studies credit.

Board Strategic Plan: This item supports the following imperative(s) and strategies in the Board's Strategic Plan:

- Educational Equity
- Quality Learning

Anticipated Action: The Committee will receive the information and make recommendations to the Board concerning the high school digital studies requirement.

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Digital Studies



Prepared by the
Utah State Office of Education

June 9 - 10, 2016

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Utah State Board of Education

Standards for Students

1	2	3	4	5	6	7
Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.	Use digital media and tools to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.	Apply digital tools to gather, evaluate, and use information.	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	Demonstrate a sound understanding of technology concepts, systems, and operations.	Demonstrate technology proficiency and plan for future technology use after high school graduation.

International Standards for Technology Education

Standards for Students

A	B	C	D	E	F
Creativity and innovation	Communication and collaboration	Research and information fluency	Critical thinking, problem solving and decision making	Digital citizenship	Technology operations and concepts
<p>Students demonstrate creative thinking, construct knowledge, and develop innovating products and process of using technology.</p> <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products, or processes Create original works as a means of personal or group expression Use models of simulations to explore complex systems and issues Identify trends and forecast possibilities 	<p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ul style="list-style-type: none"> Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media Communicate information and ideas effectively to mutable audiences using a variety of media formats Develop cultural understanding and global awareness by engaging with learners of other cultures Contribute to project teams to produce original works or solve problems 	<p>Students apply digital tools to gather, evaluate and use information</p> <ul style="list-style-type: none"> Plan strategies to guide inquiry Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media Evaluate and select information sources and digital tools based on the appropriateness to specific tasks Process data and report results 	<p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <ul style="list-style-type: none"> Identify and define authentic problems and significant questions for investigation Plan and manage activities to develop a solution or complete a project Collect and analyze data to identify solutions and/or make informed decisions 	<p>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> Advocate and practice safe, legal, and responsible use of information and technology Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity Demonstrate personal responsibility for lifelong learning Exhibit leadership for digital citizenship 	<p>Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <ul style="list-style-type: none"> Understand and use technology systems Select and use application effectively and productively Troubleshoot systems and applications Transfer current knowledge to learning of new technologies

Utah Digital Studies Requirements Rubric

Mandatory Course Requirements					Credit Test-Out Options:
Requirement 1	Requirement 2	Requirement 3	Requirement 4	Requirement 5	
Identify and define problems and questions for exploration: Apply existing knowledge to produce new ideas, create original works, explore complex systems, and forecasting potential outcomes. (UT 1 & 3, ISTE A)	Communicate and collaborate to learn with others: Use technology to produce and publish writing. Communicate ideas through effectively designing a computing artifact for audiences with integrated peer feedback. (UT 2, ISTE B)	Critical thinking and problem solving: Use critical thinking skills to conduct research using appropriate digital tools and resources. Identify and define authentic problems, collect and analyze data to find resolutions and/or make informed decisions. (UT 3 & 4, ISTE B C, & D)	Modeling innovation and technology literate: Demonstrate personal responsibility for safe and legal use of technology for future use after high school. Exhibit leadership and lifelong digital learning. (UT 7, ISTE E & F)	Course must have all: <ul style="list-style-type: none"> At least 0.5 units of credit. At least 70% of course time is hands-on computer use Creating using technology Creating technology using a computer 	Industry recognized certification(s) aligns to courses on the approved list. Course content must reflect the content of industry level certificate or certificates by 75% or higher.
Examples:	Examples:	Examples:	Examples:	Industry Recognized Exam	
<i>Design relation to curriculum:</i> <ul style="list-style-type: none"> Webpage Creation Online research Media rich presentation 	<i>Writing (production):</i> <ul style="list-style-type: none"> Document Processing Webpage Creation <i>Speaking and Listening (presentation of knowledge):</i> <ul style="list-style-type: none"> Digital Presentation Audio, visual, interactive 	<i>Problem solving:</i> <ul style="list-style-type: none"> Database Game Development <i>Critical thinking</i> <ul style="list-style-type: none"> Analysis 	<i>Digital Citizenship:</i> <ul style="list-style-type: none"> Digital Access Digital Law Digital Security Digital Etiquette 	Examples: <ul style="list-style-type: none"> Adobe Certified Expert Adobe Certified Associate Microsoft Technology Associate Master Level Microsoft Office Specialist 	

Course Name: [Click here to enter text.](#)

Course Length: [Click here to enter text.](#)

Please describe in detail how this course meets the requirements.

Requirement 1: [Click here to enter text.](#)

Requirement 2: [Click here to enter text.](#)

Requirement 3: [Click here to enter text.](#)

Requirement 4: [Click here to enter text.](#)

Does the course meet all of requirement 5? [Choose an item.](#)

Name of Test-out option: [Click here to enter text.](#)

Name of Certification Provider: [Click here to enter text.](#)

Education Specialist: _____

Content Area: _____

Date: [Click here to enter a date.](#)

R277-700 was approved by the Utah State Board of Education on April 15, 2016. R277-700 is published in the May 15, 2016 Utah State Bulletin, subject to a 30-day comment period, with a first possible effective date of June 21, 2016.

R277. Education, Administration.

R277-700. The Elementary and Secondary School General Core.

R277-700-1. Authority and Purpose.

(1) This rule is authorized by:

(a) Article X, Section 3, of the Utah Constitution, which places general control and supervision of the public schools under the Board;

(b) Subsection 53A-1-402(1), which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements;

(c) Section 53A-1-402.6, which directs the Board to establish Core Standards in consultation with LEA boards and superintendents and directs LEA boards to adopt local curriculum and to design programs to help students master the General Core;

(d) Title 53A, Chapter 1, Part 12, Career and College Readiness Mathematics Competency, which directs the Board to establish college and career mathematics competency standards;

(e) Section 53A-13-109.5, which requires the Board to provide rules related to a basic civics test; and

(f) Section 53A-1-401~~(3)~~, which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law.

(2) The purpose of this rule is to specify the minimum Core Standards and General Core requirements for the public schools, and to establish responsibility for mastery of Core Standard requirements.

R277-700-2. Definitions.

For purposes of this rule:

(1)(a) "Applied course" means a public school course or class that applies the concepts of a Core subject.

(b) "Applied course" includes a course offered through Career and Technical Education or through other areas of the curriculum.

(2) "Assessment" means a summative computer adaptive assessment for:

(a) English language arts grades 3 through 11;

(b) mathematics grades 3 through 8, and Secondary I, II, and III; or

(c) science grades 4 through 8, earth science, biology, physics and chemistry.

(3) "Career and Technical Education (CTE)" means an organized educational program or course which directly or indirectly prepares students for employment, or for additional preparation leading to employment, in an occupation, where entry requirements generally do not require a baccalaureate or advanced degree.

(4) "Core Standard" means a statement of what a student enrolled in a public school is expected to know and be able to do at a specific grade level or following completion of an identified course.

(5) "Core subject" means a course for which there is a declared set of Core Standards as approved by the Board.

(6) "Elementary school" for purposes of this rule means a school that serves grades

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K-6 in whatever kind of school the grade levels exist.

(7) "General Core" means the courses, content, instructional elements, materials, resources and pedagogy that are used to teach the Core Standards, including the ideas, knowledge, practice and skills that support the Core Standards.

(8) "High school" for purposes of this rule means a school that serves grades 9-12 in whatever kind of school the grade levels exist.

(9) "LEA" or "local education agency" includes the Utah Schools for the Deaf and the Blind.

(10) "Life Skills document" means a companion document to the Core Standards that describes the knowledge, skills, and dispositions essential for all students; the life skills training helps students transfer academic learning into a comprehensive education.

(11) "Middle school" for purposes of this rule means a school that serves grades 7-8 in whatever kind of school the grade levels exist.

(12) "Summative adaptive assessment" means an assessment that:

(a) is administered upon completion of instruction to assess a student's achievement;

(b) is administered online under the direct supervision of a licensed educator;

(c) is designed to identify student achievement on the Core Standards for the respective grade and course; and

(d) measures the full range of student ability by adapting to each student's responses, selecting more difficult questions when a student answers correctly and less difficult questions when a student answers incorrectly.

R277-700-3. General Core and Core Standards.

(1) The Board establishes minimum course description standards for each course in the required General Core.

(2)(a) The Superintendent shall develop, in cooperation with LEAs, course descriptions for required and elective courses.

(b) The Superintendent shall provide parents and the general public an opportunity to participate in the development process of the course descriptions described in Subsection (2)(a).

(3)(a) The Superintendent shall ensure that the courses described in Subsection (2):

(i) contain mastery criteria for the courses; and

(ii) stress mastery of the course material, Core Standards, and life skills consistent with the General Core and Life Skills document.

(b) The Superintendent shall place a greater emphasis on a student's mastery of course material rather than completion of predetermined time allotments for courses.

(4) An LEA board shall administer the General Core and comply with student assessment procedures consistent with state law.

R277-700-4. Elementary Education Requirements.

(1) The Core Standards and a General Core for elementary school students in grades K-6 are described in this section.

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(2) The following are the Elementary School Education Core Subject Requirements:

- (a) English Language Arts;
- (b) Mathematics;
- (c) Science;
- (d) Social Studies;
- (e) Arts:
 - (i) Visual Arts;
 - (ii) Music;
 - (iii) Dance; or
 - (iv) Theatre;
- (f) Health Education;
- (g) Physical Education;
- (h) Educational Technology; and
- (i) Library Media.

(3) An LEA board shall provide access to the General Core to all students within the LEA.

(4) An LEA board is responsible for student mastery of the Core Standards.

(5) An LEA shall conduct informal assessments on a regular basis to ensure continual student progress.

(6) An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following:

- (a) reading;
- (b) language arts;
- (c) mathematics;
- (d) science; and
- (e) effectiveness of written expression in grades five and eight.

(7) An LEA shall provide remediation to elementary students who do not achieve mastery of the subjects described in this section.

R277-700-5. Middle School Education Requirements.

(1) The Core Standards and a General Core for middle school students are described in this section.

(2) A student in grades 7-8 is required to earn a minimum of 12 units of credit to be properly prepared for instruction in grades 9-12.

(3) In addition to the Board requirements described in this section, an LEA board may require a student to complete additional units of credit.

(4) The following are the Grades 7-8 General Core Requirements and units of credit:

- (a) Language Arts (2.0 units of credit);
- (b) Mathematics (2.0 units of credit);
- (c) Science (2.0 units of credit);
- (d) Social Studies (1.5 units of credit);
- (e) The Arts (1.0 units of credit from the following):
 - (i) Visual Arts;

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- (ii) Music;
- (iii) Dance; or
- (iv) Theatre.
- (f) Physical Education (1.0 units of credit);
- (g) Health Education (0.5 units of credit);~~[-and]~~
- (h) ~~[Career and Technical Education, Life, and Careers]~~College and Career Awareness (1.0 units of credit)~~[-]; and~~
- (i) beginning no later than the 2018-2019 school year, [Computer Technology]Digital Literacy (0.5 units of credit).

(5) An LEA shall use evidence-based best practices, technology, and other instructional media in middle school curricula to increase the relevance and quality of instruction.

(6) An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following:

- (a) reading;
- (b) language arts;
- (c) mathematics; and
- (d) science in grades 7 and 8.

R277-700-6. High School Requirements.

(1) The General Core and Core Standards for students in grades 9-12 are described in this section.

(2) A student in grades 9-12 is required to earn a minimum of 24 units of credit through course completion or through competency assessment consistent with R277-705 to graduate.

(3) The General Core credit requirements from courses approved by the Board are described in Subsections (4) through (18).

(4) Language Arts (4.0 units of credit from the following):

- (a) Grade 9 level (1.0 unit of credit);
- (b) Grade 10 level (1.0 unit of credit);
- (c) Grade 11 level (1.0 unit of credit); and

(d) Grade 12 level (1.0 Unit of credit) consisting of applied or advanced language arts credit from the list of Board-approved courses using the following criteria and consistent with the student's SEOP/Plan for College and Career Readiness:

(i) courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;

(ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts;

(iii) courses apply the fundamental concepts and skills of language arts;

(iv) courses provide developmentally appropriate content; and

(v) courses develop skills in reading, writing, listening, speaking, and presentation.

(5) Mathematics (3.0 units of credit) shall be met minimally through successful completion of a combination of the foundation or foundation honors courses, Secondary

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Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.

(6)(a) A student may opt out of Secondary Mathematics III if the student's parent submits a written request to the school.

(b) If a student's parent requests an opt out described in Subsection (6)(a), the student is required to complete a third math credit from the Board-approved mathematics list.

(7) A 7th or 8th grade student may earn credit for a mathematics foundation course before 9th grade, consistent with the student's SEOP/Plan for College and Career Readiness if:

(a) the student is identified as gifted in mathematics on at least two different USOE-approved assessments;

(b) the student is dual enrolled at the middle school/junior high school and the high school;

(c) the student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade; or

(d) the student takes the USOE competency test in the summer prior to 9th grade and earns high school graduation credit for the course.

(8) A student who successfully completes a mathematics foundation course before 9th grade is required to earn 3.0 units of additional mathematics credit by:

(a) taking the other mathematics foundation courses described in Subsection (5); and

(b) an additional course from the Board-approved mathematics list consistent with:

(i) the student's SEOP/Plan for College and Career Readiness; and

(ii) the following criteria:

(A) courses are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;

(B) courses provide instruction that lead to student understanding of the nature and disposition of mathematics;

(C) courses apply the fundamental concepts and skills of mathematics;

(D) courses provide developmentally appropriate content; and

(E) courses include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.

(9) A student who successfully completes a Calculus course with a "C" grade or higher has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.

(10) Science (3.0 units of credit):

(a) shall be met minimally through successful completion of [two courses]2.0 units of credit from [the following]two of the following five science foundation areas:

(i) Earth Science (1.0 units of credit);

(A) Earth Science;

(B) Advanced Placement Environmental Science; or

(C) International Baccalaureate Environmental Systems;

(ii) Biological Science (1.0 units of credit);

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- (A) Biology;
- (B) Human Biology;
- (C) Biology: Agricultural Science & Technology;
- (D) Advanced Placement Biology;
- (E) International Baccalaureate Biology; or
- (F) Biology with Lab Concurrent Enrollment;

(iii) Chemistry (1.0 units of credit);

- (A) Chemistry;
- (B) Advanced Placement Chemistry;
- (C) International Baccalaureate Chemistry; or
- (D) Chemistry with Lab Concurrent Enrollment;

(iv) Physics (1.0 units of credit);~~or~~

- (A) Physics;
- (B) Physics with Technology;
- (C) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C:

Mechanics);

- (D) International Baccalaureate Physics; or
- (E) Physics with Lab Concurrent Enrollment; or

(v) ~~one of the following~~ Computer Science ~~courses~~ (~~.5 or~~ 1.0 units of credit):

- (A) Advanced Placement Computer Science;
- (B) Computer Science Principles; or
- (C) Computer Programming II; and

(b) one additional unit of credit from:

- (i) the foundation courses described in Subsection(10)(a); or
- (ii) the applied or advanced science list:

(A) determined by the LEA board; and

(B) approved by the Board using the following criteria and consistent with the student's SEOP/Plan for College and Career Readiness:

~~(A)~~ courses are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills;

~~(B)~~ courses provide instruction that leads to student understanding of the nature and disposition of science;

~~(C)~~ courses apply the fundamental concepts and skills of science;

~~(D)~~ courses provide developmentally appropriate content;

~~(E)~~ courses include the areas of physical, natural, or applied sciences; and

~~(F)~~ courses develop students' skills in scientific inquiry.

(11) Social Studies (3.0 units of credit) shall be met minimally through successful completion of:

(a) 2.5 units of credit from the following courses:

- (i) Geography for Life (0.5 units of credit);
- (ii) World Civilizations (0.5 units of credit);
- (iii) U.S. History (1.0 units of credit); and
- (iv) U.S. Government and Citizenship (0.5 units of credit);

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- (b) Social Studies (0.5 units of credit per LEA discretion); and
- (c) a basic civics test or alternate assessment described in R277-700-8.
- (12) The Arts (1.5 units of credit from any of the following performance areas):
 - (a) Visual Arts;
 - (b) Music;
 - (c) Dance; or
 - (d) Theatre.
- (13) Physical and Health Education (2.0 units of credit from any of the following):
 - (a) Health (0.5 units of credit);
 - (b) Participation Skills (0.5 units of credit);
 - (c) Fitness for Life (0.5 units of credit);
 - (d) Individualized Lifetime Activities (0.5 units of credit); or
 - (e) team sport/athletic participation (maximum of 0.5 units of credit with school approval).
- (14) Career and Technical Education (1.0 units of credit from any of the following):
 - (a) Agriculture;
 - (b) Business;
 - (c) Family and Consumer Sciences;
 - (d) Health Science and Technology;
 - (e) Information Technology;
 - (f) Marketing;
 - (g) Technology and Engineering Education; or
 - (h) Trade and Technical Education.
- (15) ~~[Educational Technology]~~ Digital Studies (0.5 units of credit) ~~[from one of the following]:~~
 - ~~(a) Digital Literacy (0.5 units of credit from a Board-approved list of courses); or~~
 - ~~(b) successful completion of a Board-approved competency examination (credit may be awarded at the discretion of the LEA).]~~
- (16) Library Media Skills (integrated into the subject areas).
- (17) General Financial Literacy (0.5 units of credit).
- (18) Electives (5.5 units of credit).
- (19) An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following subjects:
 - (a) reading;
 - (b) language arts through grade 11;
 - (c) mathematics as defined in Subsection (5); and
 - (d) science as defined in Subsection (10).
- (20) An LEA board may require a student to earn credits for graduation that exceed the minimum Board requirements described in this rule.
- (21) An LEA board may establish and offer additional elective course offerings at the discretion of the LEA board.
- (22)(a) An LEA may modify a student's graduation requirements to meet the unique educational needs of a student if:

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(i) the student has a disability; and
(ii) the modifications to the student's graduation requirements are made through the student's individual IEP.

(b) An LEA shall document the nature and extent of a modification, substitution, or exemption made to a student's graduation requirements described in Subsection (22)(a) in the student's IEP.

(23) The Board and Superintendent may review an LEA board's list of approved courses for compliance with this rule.

(24) An LEA may modify graduation requirements for an individual student to achieve an appropriate route to student success if the modification:

- (a) is consistent with:
- (i) the student's IEP; or
 - (ii) SEOP/Plan for College and Career Readiness;
- (b) is maintained in the student's file;
- (c) includes the parent's signature; and
- (d) maintains the integrity and rigor expected for high school graduation, as determined by the Board.

R277-700-7. Student Mastery and Assessment of Core Standards.

(1) An LEA shall ensure students master the Core Standards at all levels.

(2) An LEA shall provide remediation for secondary students who do not achieve mastery under Section 53A-13-104.

(3) An LEA shall provide remedial assistance to students who are found to be deficient in basic skills through a statewide assessment in accordance with the provisions of Subsection 53A-1-606(1).

(4) If a parent objects to a portion of a course or to a course in its entirety under provisions of Section 53A-13-101.2 and R277-105, the parent shall be responsible for the student's mastery of Core Standards to the satisfaction of the school prior to the student's promotion to the next course or grade level.

(5)(a) A student with a disability served by a special education program is required to demonstrate mastery of the Core Standards.

(b) If a student's disability precludes the student from successfully mastering the Core Standards, the student's IEP team, on a case-by-case basis, may provide the student an accommodation for, or modify the mastery demonstration to accommodate, the student's disability.

(6) A student may demonstrate competency to satisfy course requirements consistent with R277-705-3.

(7) LEAs are ultimately responsible for and shall comply with all assessment procedures, policies and ethics as described in R277-404.

R277-700-8. Civics Education Initiative.

(1) For purposes of this section:

(a) "Student" means:

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(i) a public school student who graduates on or after January 1, 2016; or
(ii) a student enrolled in an adult education program who receives an adult education secondary diploma on or after January 1, 2016.

(b) "Basic civics test" means the same as that term is defined in Section 53A-13-109.5.

(2) Except as provided in Subsection (3), an LEA shall:

(a) administer a basic civics test in accordance with the requirements of Section 53A-13-109.5; and

(b) require a student to pass the basic civics test as a condition of receiving:

(i) a high school diploma; or

(ii) an adult education secondary diploma.

(3) An LEA may require a student to pass an alternate assessment if:

(a)(i) the student has a disability; and

(ii) the alternate assessment is consistent with the student's IEP; or

(b) the student is within six months of intended graduation.

(4) Except as provided in Subsection (5), the alternate assessment shall be given:

(a) in the same manner as an exam given to an unnaturalized citizen; and

(b) in accordance with 8 C.F.R. Sec. 312.2.

(5) An LEA may modify the manner of the administration of an alternate assessment for a student with a disability in accordance with the student's IEP.

(6) If a student passes a basic civics test or an alternate assessment described in this section, an LEA shall report to the Superintendent that the student passed the basic civics test or alternate assessment.

(7) If a student who passes a basic civics test or an alternate assessment transfers to another LEA, the LEA may not require the student to re-take the basic civics test or alternate assessment.

R277-700-9. College and Career Readiness Mathematics Competency.

(1) For purposes of this section, "senior student with a special circumstance" means a student who:

(a) is pursuing a college degree after graduation; and

(b) has not met one of criteria described in Subsection (2)(a) before the beginning of the student's senior year of high school.

(2) Except as provided in Subsection (4), in addition to the graduation requirements described in R277-700-6, beginning with the 2016-17 school year, a student pursuing a college degree after graduation shall:

(a) receive one of the following:

(i) a score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;

(ii) a score of 3 or higher on an Advanced Placement (AP) statistics exam;

(iii) a score of 5 or higher on an International Baccalaureate (IB) higher level math exam;

(iv) a score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus

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or calculus exam;

(v) a score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;

(vi) a score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or

(vii) a "C" grade in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement; or

(b) if the student is a senior student with a special circumstance, take a full year mathematics course during the student's senior year of high school.

(3) Except as provided in Subsection (4), in addition to the graduation requirements described in R277-700-6, beginning with the 2016-17 school year, a non-college and degree-seeking student shall complete appropriate math competencies for the student's career goals as described in the student's SEOP/Plan for College and Career Readiness.

(4) An LEA may modify a student's college or career readiness mathematics competency requirement under this section if:

(a) the student has a disability; and

(b) the modification to the student's college or career readiness mathematics competency requirement is made through the student's IEP.

(5)(a) Beginning with the 2016-17 cohort, an LEA shall report annually to the LEA's governing board the number of students within the LEA who:

(i) meet the criteria described in Subsection (2)(a);

(ii) take a full year of mathematics as described in Subsection (2)(b);

(iii) meet appropriate math competencies as established in the students' career goals as described in Subsection (3); and

(iv) meet the college or career readiness mathematics competency requirement established in the students' IEP as described in Subsection (4).

(b) An LEA shall provide the information described in Subsection (5)(a) to the Superintendent by October 1 of each year.

KEY: standards; graduation requirements

Date of Enactment or Last Substantive Amendment: ~~August 26, 2015~~2016

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Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-1-402(1)(b); 53A-1-402.6; 53A-1-401[(3)]