	CAREER AND COLLEGE READINESS MATHEMATICS
	<b>COMPETENCY REVISIONS</b>
	2017 GENERAL SESSION
	STATE OF UTAH
	Chief Sponsor: Howard A. Stephenson
	House Sponsor:
]	LONG TITLE
(	General Description:
	This bill amends student requirements to demonstrate mathematics competency.
]	Highlighted Provisions:
	This bill:
	requires a student, in order to demonstrate mathematics competency, to receive a
5	score that at least meets the qualifying score on an assessment designated by the
	State Board of Regents.
I	Money Appropriated in this Bill:
	None
(	Other Special Clauses:
	None
Į	Utah Code Sections Affected:
1	AMENDS:
	53A-1-1302, as enacted by Laws of Utah 2015, Chapter 443
i	Be it enacted by the Legislature of the state of Utah:
	Section 1. Section <b>53A-1-1302</b> is amended to read:
	53A-1-1302. Career and college readiness mathematics competency standards.
	(1) As used in this section, "qualifying score" means a score established as described i



28	Subsection (4), that, if met by a student, qualifies the student to receive college credit for a
29	mathematics course that satisfies the state system of higher education quantitative literacy
30	requirement.
31	(2) The State Board of Education shall, in accordance with Title 63G, Chapter 3, Utah
32	Administrative Rulemaking Act, make rules that:
33	(a) (i) establish the mathematics competency standards described in Subsection (3) as a
34	graduation requirement beginning with the 2016-17 school year; and
35	(ii) include the qualifying scores described in Subsection (4); and
36	(b) establish systematic reporting of college and career ready mathematics
37	achievement.
38	(3) In addition to other graduation requirements established by the State Board of
39	Education, a student shall fulfill one of the following requirements to demonstrate mathematics
40	competency that supports the student's future college and career goals as outlined in the
41	student's college and career plan:
42	(a) for a student pursuing a college degree after graduation:
43	(i) receive a score that at least meets the qualifying score [for:] on an assessment
44	designated by the State Board of Regents; or
45	[(A) an Advanced Placement calculus or statistics exam;]
46	[(B) an International Baccalaureate higher level mathematics exam;]
47	[(C) the ACCUPLACER College-Level Math test or an equivalent test described in
48	Subsection (5);]
49	[(D) a College Level Examination Program precalculus or calculus exam; or]
50	[(E) the ACT Mathematics Test; or]
51	(ii) receive at least a "C" grade in a concurrent enrollment mathematics course that
52	satisfies the state system of higher education quantitative literacy requirement;
53	(b) for a non college degree-seeking student, the student shall complete appropriate
54	math competencies for the student's career goals as described in the student's college and career
55	plan;
56	(c) for a student with an individualized education program prepared in accordance with
57	the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq., the student shall
58	meet the mathematics standards described in the student's individualized education program; or

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59	(d) for a senior student with special circumstances as described in State Board of
60	Education rule, the student shall fulfill a requirement associated with the student's special
61	circumstances, as established in State Board of Education rule.
62	(4) The State Board of Regents shall, in consultation with the State Board of
63	Education, determine qualifying scores for [the tests and exams] an assessment described in
64	Subsection (3)(a)(i).
65	[(5) The State Board of Regents, established in Section 53B-1-103, may make a policy
66	to select at least one test the State Board of Regents finds is equivalent to the ACCUPLACER
67	College-Level Math test.]
68	[(6)] (5) The State Board of Regents shall, in consultation with the State Board of
69	Education, make policies to:
70	(a) develop mechanisms for a student who completes a math competency requirement
71	described in Subsection (3)(a) to:
72	(i) receive college credit; and
73	(ii) satisfy the state system of higher education quantitative literacy requirement;
74	(b) allow a student, upon completion of required high school mathematics courses with
75	at least a "C" grade, entry into a mathematics concurrent enrollment course;
76	(c) increase access to a range of mathematics concurrent enrollment courses;
77	(d) establish a consistent concurrent enrollment course approval process; and
78	(e) establish a consistent process to qualify high school teachers with an upper level
79	mathematics endorsement to teach entry level mathematics concurrent enrollment courses.

Legislative Review Note Office of Legislative Research and General Counsel