

1 **R277. Education, Administration.**

2 **R277-304. Teacher Preparation Programs.**

3 **R277-304-1. Authority and Purpose.**

4 (1) This rule is authorized by:

5 (a) [Utah Constitution Article X, Section 3](#), which vests general control and supervision  
6 over public education in the Board;

7 (b) Subsection [53E-3-401\(4\)](#), which allows the Board to make rules to execute the  
8 Board's duties and responsibilities under the Utah Constitution and state law; and

9 (c) Subsection [53E-6-201\(3\)\(a\)](#), which allows the Board to make rules to establish the  
10 criteria for obtaining an educator license.

11 (2)(a) The purpose of this rule is to specify the standards which the Board expects of  
12 teacher preparation institution prior to program approval in specified areas.

13 (b) The standards in this rule apply to the specific educational area and grade level for  
14 which the preparation program is designed.

15  
16 **R277-304-2. Definitions.**

17 (1)(a) "Career and technical education" or "CTE" means organized educational  
18 programs or competencies which directly or indirectly prepare students for employment, or for  
19 additional preparation leading to employment, in occupations where entry requirements do not  
20 generally require a baccalaureate or advanced degree.

21 (b) CTE programs provide all students a continuous education system, driven by a  
22 student's college and career readiness plan, through competency-based instruction,  
23 culminating in essential life skills, certified occupational skills, and meaningful employment.

24 (2) "Clinical experience" means a structured opportunity in which a program candidate  
25 is mentored by a licensed educator and evaluated by a teacher leader, school administrator,  
26 or university preparation program faculty member, in order to develop and demonstrate  
27 competency in the skills and knowledge necessary to be an effective teacher, in a physical  
28 classroom, which may include experiences in a virtual classroom.

29 (3) "Competency" means evidence of successful application of knowledge and skills  
30 learned through demonstration in a classroom setting.

31 ~~[(3) "Council for the Accreditation of Educator Preparation" or "CAEP" means a national~~  
32 ~~organization that advances equity and excellence in educator preparation through evidence-~~  
33 ~~based accreditation that assures quality and supports continuous improvement to strengthen~~  
34 ~~P-12 student learning.]~~

35 (4)(a) "Council for Exceptional Children" or "CEC" means an international professional  
36 organization dedicated to improving the educational success of both individuals with disabilities  
37 and individuals with gifts and talents.

38 (b) CEC advocates for appropriate governmental policies, sets professional standards,  
39 provides professional development, advocates for individuals with exceptionalities, and helps  
40 professionals obtain conditions and resources necessary for effective professional practice.

41 (5) "Essential Elements" means the alternate academic achievement standards for  
42 students with significant cognitive disabilities, established by the Board in the [Special](#)  
43 [Education Rules Manual](#), dated October 2016, incorporated by reference in Section [R277-750-](#)  
44 2.

45 (6) "Diverse student populations" means unique student groups as identified by:

46 (a) gender;

47 (b) race;

48 (c) ethnicity;

49 (d) disability;

50 (e) sexual orientation;

51 (f) academic learning needs; or

52 (g) linguistic needs.

53 (6)(a) "Multi-tiered system of supports" or "MTSS" means a framework for integrating  
54 assessment and intervention to maximize student achievement, reduce behavior problems,  
55 and increase long-term success.

56 (b) The combination of systematic implementation of increasingly intensive  
57 intervention, sometime referred to as tiers, and carefully monitoring students' progress,  
58 distinguishes MTSS from typical prevention measures.

59 (c) Emphasis, in MTSS, is placed on ensuring interventions are implemented  
60 effectively.

61 (7) "Personalize" means to engage all students with high expectations for their learning  
62 goals and to empower each learner to take ownership of their strengths, needs, and interests,  
63 while tailoring flexible supports to maximize student growth and competence.

64 (7) "Utah Core Standards" means the ~~[course]~~ core standards established by the Board  
65 in Rule [R277-700](#) for grades K-12 and the Utah Early Childhood Core Standards, February  
66 2013 edition.

67

68 **R277-304-3. General Teacher Preparation.**

69 Prior to approval by the Board, a teacher preparation program shall:

70 (1) prepare candidates to meet the Utah Effective Teaching Standards in Rule [R277-](#)  
71 [530](#);

72 (2) prepare candidates to teach:

73 (a) the Utah Core Standards; and

74 (b) the Essential Elements, as appropriate to a candidate's prospective area of  
75 licensure as established by the Board;

76 (3) include school-based clinical experiences for a candidate to observe, practice skills,  
77 and reflect on teaching that:

78 (a) are significant in number, depth, breadth, and duration;

79 (b) are progressively more complex; and

80 (c) ~~[occur in multiple schools and classrooms;~~

81 ~~——(d)] include working with all types of students; [and~~

82 ~~——(e) include creating and consistently implementing beginning of semester or school~~  
83 ~~year classroom procedures and practices;]~~

84 (4) require ~~[the demonstration of]~~ competency in:

- 85 (a) content and content-specific pedagogy appropriate for the area of licensure;
- 86 (b) knowledge of the [Utah] Educator [Professional] Standards contained in Rule R277-
- 87 [515]217;
- 88 ~~[(c) creating effective learning environments by establishing and implementing routines~~
- 89 ~~and procedures with consistent expectations;~~
- 90 ~~——(d) skills in providing tier one and tier two instruction and intervention on the Utah Core~~
- 91 ~~Standards and positive behavior supports to each student within a multi-tiered system of~~
- 92 ~~supports;~~
- 93 ~~——(e) integrating technology to support and meaningfully supplement the learning of~~
- 94 ~~students, including the effective use of software for personalized learning;~~
- 95 ~~——(f) designing, administering, and reviewing educational assessments in a meaningful~~
- 96 ~~and ethical manner;~~
- 97 ~~——(g) analyzing formative and summative assessments results to inform and modify~~
- 98 ~~instruction;~~
- 99 ~~——(h) assessing students for competency for the purpose of personalized learning;~~
- 100 ~~——(i) skills in implementing personalized learning practices that consider the whole child~~
- 101 ~~including:~~
- 102 ~~——(i) trauma-informed instructional practices; and~~
- 103 ~~——(ii) restorative instructional practices;]~~
- 104 (c) designing, administering, and reviewing formative and summative assessments in
- 105 a meaningful and ethical manner;
- 106 (d) improving student outcomes by:
- 107 (i) using student assessment data, both formative and summative;
- 108 (ii) analyzing instructional practices; and
- 109 (iii) making necessary adjustments to personalize learning;
- 110 (e) using strategies to promote active student engagement;
- 111 (f) systematically designing instruction toward a specific learning goal by:
- 112 (i) providing tier one and tier two instruction and intervention on the Utah core standards
- 113 including the use of competency-based learning;

- 114            (ii) using a variety of evidence-based instructional strategies, including explicit instruction  
115 and scaffolded supports;
- 116            (iii) integrating technology to support and meaningfully supplement the learning of  
117 students;
- 118            (iv) designing developmentally appropriate and authentic learning experiences;  
119 (v) developing higher order thinking and metacognitive skills; and
- 120            (vi) integrating cross-disciplinary skills, such as literacy and numeracy, into instruction;  
121 (g) providing positive and constructive feedback to guide students' learning and  
122 behavior;
- 123            (h) establishing a consistent, organized, and respectful learning environment, including:  
124 (i) positive behavior interventions and supports within a multi-tiered system of support;  
125 (ii) classroom procedures and routines;  
126 (iii) trauma-informed practices; and  
127 (iv) restorative practices;
- 128            ([j]i) knowledge and skills [designed] to assist in the identification of and instruction for  
129 [students with disabilities to meet the needs of] students with disabilities in the general  
130 classroom, including:
- 131            (i) knowledge of the IDEA and Section 504 of the Rehabilitation Act;  
132            (ii) knowledge of the role of non-special-education teachers in the education of students  
133 with disabilities;
- 134            (iii) knowledge and skills in implementing least restrictive behavior interventions;  
135            (iv) skills in implementing and assessing the results of interventions; and  
136            (v) skills in the implementation of an educational program with accommodations,  
137 modifications, services, and supports established by an IEP or a 504 plan for students with  
138 disabilities in the general education classroom;
- 139            ([k]j) knowledge and skills designed to meet the needs of diverse student populations  
140 in the general education classroom, including:
- 141            (i) allowing students [multiple] alternative ways to demonstrate learning that are  
142 sensitive to student diversity;

143 (ii) creating an environment [~~using a teaching model~~] that is sensitive to multiple  
144 experiences and diversity;

145 (iii) designing, adapting, and delivering instruction to address each student's diverse  
146 learning strengths and needs; and

147 (iv) incorporating [~~tools of~~] language development into planning, instruction, and  
148 intervention for students learning English, [~~and~~] using their first language as an asset while  
149 supporting development of English proficiency; and

150 [~~(f) knowledge and skills in collaborating with parents and guardians.~~]

151 (k) effectively communicating and collaborating with parents, colleagues, and  
152 administration.

153 (5) for a program applicant accepted on or after January 1, 2020, require multiple  
154 opportunities for a program applicant to successfully demonstrate application of knowledge  
155 and skills gained through the program in one or more clinical experiences in [~~each of~~]  
156 collaboration with a licensed teacher over an extended period of time in each of the following  
157 competencies:

158 (a) implementing the planning and design, delivery, facilitation, assessment, evaluation,  
159 and reflection of a unit of instruction[;]; [~~including:~~

160 ~~—— (i) systematic and explicit instructional design and implementation;~~

161 ~~—— (ii) varied evidence-based instructional strategies;~~

162 ~~—— (iii) developmentally appropriate and authentic learning experiences;~~

163 ~~—— (iv) scaffolded instruction;~~

164 ~~—— (v) differentiated instruction;~~

165 ~~—— (vi) instruction targeting higher order thinking and metacognitive skills;~~

166 ~~—— (vii) project-based or competency-based learning opportunities;~~

167 ~~—— (viii) designing and selecting pre-assessments, formative, and summative~~  
168 ~~assessments that align to student learning objectives; and]~~

169 ~~[(ix)b] revising instructional plans for future implementation or reteaching concepts as~~  
170 ~~appropriate;~~

171 ~~[(b) integrating cross-disciplinary skills, such as literacy or numeracy, into instruction;~~

- 172 ~~\_\_\_\_\_ (c) engaging students in the learning process;~~  
173 ~~\_\_\_\_\_ (d) utilizing technology to enhance and personalize instruction;]~~  
174 ([e]c) implementing the accommodations, modifications, services, and supports as  
175 outlined in a student's IEP or 504 plan;  
176 ([f]d) evaluating student artifacts and assessments [for the purposes of:  
177 ~~\_\_\_\_\_ (i) measuring student understanding;~~  
178 ~~\_\_\_\_\_ (ii) modifying instruction;~~  
179 ~~\_\_\_\_\_ (iii) targeting tier two instruction and intervention in a multi-tiered system of support;~~  
180 ~~\_\_\_\_\_ (iv) providing feedback to students; and~~  
181 ~~\_\_\_\_\_ (v) documenting student progress, i.e., assigning an academic grade;]~~  
182 ([g]e) establishing and maintaining classroom procedures and routines that include  
183 positive behavior interventions and supports;  
184 ([h]f) establishing and maintaining a positive learning climate;  
185 ([i]g) reflecting on the teaching process and justifying instructional decisions;  
186 [~~(j) collaborating with grade level, subject, or cross-curricular teams to:~~  
187 ~~\_\_\_\_\_ (i) analyze student data; and~~  
188 ~~\_\_\_\_\_ (ii) inform, plan, and modify instruction;]~~  
189 ([k]h) participating in at least one IEP meeting or parental consultation regarding a  
190 student that the program applicant has instructed; and  
191 [~~(l) effectively communicating with parents, colleagues, and administration; and]~~  
192 ([m]i) consulting with ~~[a school counselor]~~ qualified personnel, such as a mental health  
193 or behavior professional, regarding the emotional well-being of students and [~~referring the~~  
194 ~~students to a school counselor when necessary]~~ responding appropriately;  
195 (6) include consideration of a candidate's dispositions and suitability for teaching; and  
196 (7) include plans for candidate remediation and exit counseling, if applicable.

197  
198 **R277-304-4. Early Childhood and Elementary Preparation Programs.**

199 (1) Prior to approval by the Board, a preparation program for early childhood education  
200 or elementary education shall require competency in:

201           ~~[(a) align, as appropriate, with:~~  
202           ~~—— (i) the 2010 National Association for the Education of Young Children Standards for~~  
203           ~~Initial and Advanced Early Childhood Professional Preparation Programs; or~~  
204           ~~—— (ii) the CAEP 2018 K-6 Elementary Teacher Preparation Standards; and~~  
205           ~~—— (b) require the demonstration of competency in:]~~  
206           ~~([i]a) the areas outlined in Section R277-304-3;~~  
207           ~~(b) early childhood development and learning;~~  
208           ~~([ii]c) the appropriate content knowledge needed to teach:~~  
209           ~~([A]i) literacy, including listening, speaking, writing, and reading;~~  
210           ~~([B]ii) mathematics;~~  
211           ~~([C]iii) physical and life science;~~  
212           ~~([D]iv) health and physical education;~~  
213           ~~([E]v) social studies; and~~  
214           ~~([F]vi) fine arts;~~  
215           ~~([iii]d) the science of reading instruction including Utah’s Early Childhood and~~  
216           ~~Elementary Literacy Competencies[:];~~  
217           ~~[(A) phonemic awareness;~~  
218           ~~—— (B) phonics;~~  
219           ~~—— (C) fluency;~~  
220           ~~—— (D) vocabulary; and~~  
221           ~~—— (E) comprehension;]~~  
222           ~~([iv]d) the science of mathematics instruction, including:~~  
223           ~~([A]i) quantitative reasoning;~~  
224           ~~([B]ii) problem solving;~~  
225           ~~([C]iii) representation;~~  
226           ~~([D]iv) numeracy; and~~  
227           ~~([E]v) a balance of procedural and conceptual understanding; and~~  
228           ~~[(v) early childhood development and learning.]~~

229 (2) For a program applicant accepted after January 1, 2020, a preparation program for  
230 early childhood or elementary education shall require multiple opportunities for a program  
231 applicant to successfully demonstrate application of knowledge and skills gained through the  
232 program in a school-based setting in each of the following:

233 (a) all requirements outlined in Subsections R277-304-3~~(6)~~(4) through (7);

234 (b) demonstrating content specific pedagogy in each of the areas outlined in  
235 Subsection [R277-304-4(1)(b)(ii)] (1);

236 (c) diagnosing students struggling with reading and planning and implenting  
237 remediation for those students; and

238 (d) diagnosing students struggling with mathematics and planning and implenting  
239 remediation for those students.

240 (3) An educator preparation program shall apply the standards in this Section R277-  
241 304-4 to the specific age group or grade level for which the program of preparation is  
242 designed.

243 (a) An early childhood education program shall focus primarily on early childhood  
244 development and learning in kindergarten through grade 3.

245 (b) An elementary program shall include both early childhood development and  
246 learning and elementary content and pedagogy in kindergarten through grade 6.

247  
248 **R277-304-5. Secondary Preparation Programs.**

249 (1) Prior to approval by the Board, a secondary preparation program shall require  
250 competency in:

251 (a) all content competencies established by the Superintendent for a professional  
252 educator license in at least one endorsement;

253 (b) all areas outlined in [Section R277-304-3] Subsections R277-304-3(4) through (7);

254 (c) including literacy and quantitative learning objectives in content specific classes in  
255 alignment with the Utah Core Standards; and

256 (d) planning instruction and assessment in content-specific teams and in cross-  
257 curricular teams.

258 (2) For a program applicant accepted after January 1, 2020, a secondary preparation  
259 program shall require multiple opportunities for a program applicant to successfully  
260 demonstrate application of knowledge and skills gained through the program in a school-based  
261 setting in each of the following:

262 (a) all requirements outlined in Subsections R277-304-3~~[(6)]~~ (4) through (7); and

263 (b) ensuring student safety and learning in educational labs or shops and extra-  
264 curricular settings~~;~~ and

265 ~~—— (c) collaborating with a school counselor, as necessary, to ensure student progress on~~  
266 ~~the student's four-year plan for college and career readiness as described in Rule R277-462].~~  
267

268 **R277-304-6. Special Education and Preschool Special Education Programs.**

269 (1) Prior to approval by the Board, a special education or preschool special education  
270 preparation program shall:

271 (a) be operated by or partnered with a Utah institution of higher education or the Utah  
272 State Board of Education;

273 (b) aligned with the 2012 Council for Exceptional Children Initial Preparation Standards  
274 as informed by the Council for Exceptional Children Specialty Sets for Initial Preparation  
275 Programs in one or more of the following special education areas:

276 (i) Mild/Moderate Disabilities;

277 (ii) Severe Disabilities;

278 (iii) Deaf and Hard of Hearing;

279 (iv) Blind and Visually Impaired;

280 (v) Deafblind; or

281 (vi) Preschool Special Education (Birth-Age 5);

282 (c) require the passage of a special education content knowledge assessment  
283 approved by the Superintendent;

284 (d) require the passage of a Braille assessment approved by the Superintendent for  
285 a program in the Blind and Visually Impaired area;

286 (e) require ~~[the demonstration of]~~ competency in:

- 287 (i) all areas detailed in [Section] Subsections R277-304-3(4) through (7);
- 288 (ii) legal and ethical issues surrounding special education, including:
- 289 (A) the IDEA;
- 290 (B) the Special Education Rules Manual incorporated by reference in Section R277-
- 291 750-2; and
- 292 (C) all other applicable statutes and Board rules;
- 293 ~~[(iii) the IDEA and Board Special Education rules;]~~
- 294 ~~[(iv)]~~<sup>iii</sup> working with other school personnel to implement and evaluate academic,<sub>2</sub>
- 295 behavioral, and developmental ~~[and positive behavior]~~ supports and interventions for students
- 296 with disabilities within a multi-tiered system of supports as appropriate for the area of licensure;
- 297 (iv) training in and supervising the services and supports provided to students with
- 298 disabilities by general education teachers, related service providers, and paraprofessionals;
- 299 and
- 300 ~~[(v)]~~<sup>i</sup> providing specially designed instruction, including content specific pedagogy, as
- 301 per IEPs, to students with disabilities, including:
- 302 (A) the Utah Core Standards; and
- 303 (B) the Essential Elements as appropriate to a candidate's prospective area of
- 304 licensure as established by the Board;
- 305 (C) skills in assessing and addressing the educational, developmental, and functional
- 306 needs and progress of students with disabilities;
- 307 (D) skills in implementing and assessing the results of research and evidence-based
- 308 interventions for students with disabilities; and
- 309 (E) skills in implementing an educational program with accommodations, modifications,
- 310 services, and supports established by an IEP for students with disabilities.
- 311 (2) For a program applicant accepted after January 1, 2020, a special education or
- 312 preschool special education preparation program shall require multiple opportunities for a
- 313 program applicant to successfully demonstrate application of knowledge and skills gained
- 314 through the program in a school-based setting in each of the following:
- 315 (a) all requirements outlined in Subsections R277-304-3~~[(6)]~~(4) through (7);

316 (b) creating learning goals and objectives for a student with disabilities that are specific,  
317 measurable, time-bound, and aligned to identified student needs and the Utah Core  
318 Standards;

319 (c) designing or adapting learning environments for diverse student populations that  
320 encourage active participation in individual and group activities;

321 (d) monitoring school compliance with the provisions of multiple student's IEP and  
322 Section 504 plans;

323 (e) conducting a student IEP meeting under the supervision of a licensed special  
324 education teacher;

325 (f) using knowledge of measurement principles and practices to interpret assessment  
326 information in making instructional, eligibility, program, and placement decisions for students  
327 with disabilities, including those from culturally or linguistically diverse backgrounds;

328 (g) ~~[developing and implementing a secondary transition plan as it relates to post-~~  
329 ~~secondary education and training, competitive employment and independent living; and~~  
330 ~~——(h)] communicating with parents of students with disabilities to ensure they are informed~~  
331 ~~regarding the progress of their student and their right to due process[-]; and~~

332 (h) if the program is designed to prepare an individual for a special education license  
333 area, developing and implementing a secondary transition plan as it related to post-secondary  
334 education and training, competitive employment, and independent living.

335

336 **R277-304-7. Deaf Education Preparation Programs.**

337 (1) Prior to approval by the Board, a deaf education preparation program shall:

338 (a) be operated by or partnered with a Utah institution of higher education or the Utah  
339 State Board of Education;

340 (b) be aligned with the National Association of State Directors of Special Education,  
341 Inc., Optimizing Outcomes for Students who are Deaf or Hard of Hearing, Educational Service  
342 Guidelines, Third Edition;

343 (c) be focused on one or more of the following areas:

- 344 (i) teaching students who are deaf or hard of hearing from birth to age five using both  
345 listening and spoken language strategies and American Sign Language;
- 346 (ii) teaching students who are deaf or hard of hearing with listening and spoken  
347 language strategies; or
- 348 (iii) teaching students who are deaf or hard of hearing with strategies that promote the  
349 development of American Sign Language and English literacy across the curriculum;
- 350 (d) require the passage of a deaf education content knowledge assessment approved  
351 by the Superintendent;
- 352 (e) require [~~demonstration of~~] competency in:
- 353 (i) the areas detailed in [~~Section~~] Subsections R277-304-3(4) through (7).
- 354 (ii) legal and ethical issues surrounding special education, including:
- 355 (A) the IDEA;
- 356 (B) the Special Education Rules Manual incorporated by reference in Section R277-  
357 750-2; and
- 358 (C) all other applicable statutes and Board rules;
- 359 (iii) addressing specific linguistic and cultural needs of deaf and hard of hearing  
360 students throughout the curriculum;
- 361 (iv) skills for incorporating language into all aspects of the curriculum;
- 362 (v) pedagogical skills unique to teaching reading, writing, mathematics, and other  
363 content areas to deaf and hard of hearing students;
- 364 (vi) basic fluency in the use of American Sign Language;
- 365 (vii) knowledge of the audiological and physiological components of audition;
- 366 (viii) skills for teaching speech to deaf and hard of hearing students;
- 367 (ix) the socio-cultural and psychological implications of hearing loss; and
- 368 (x) assessing and addressing the educational needs and educational progress of deaf  
369 and hard of hearing students.
- 370 (2) For a program applicant accepted after January 1, 2020, a deaf or hard of hearing  
371 education preparation program shall require multiple opportunities for a program applicant to

372 successfully demonstrate application of knowledge and skills gained through the program in  
373 a school-based setting in each of the following:

374 (a) all requirements outlined in Subsections R277-304-3~~(6)~~ (4) through (7);

375 (b) for a program focused on Subsection R277-304-7(1)(c)(i):

376 (i) assessing early childhood language development and assessment in American Sign  
377 Language and spoken English;

378 (ii) working with families with students who are deaf or hard of hearing while respecting  
379 a variety of communication modalities;

380 (iii) integrating language, speech, and listening everyday activities;

381 (iv) sharing knowledge with families with students who are deaf or hard of hearing  
382 about the complexities of deaf culture, including norms and behaviors of the deaf community;

383 (v) developing auditory perception in children and educating parents about  
384 developmental milestones for listening skills; and

385 (vi) proficiency in American Sign Language as demonstrate by passing an assessment  
386 approved by the Superintendent;

387 (c) for a program focused on Subsection R277-304-7(1)(c)(ii):

388 (i) developing auditory perception in children and strategies for developing listening and  
389 spoken language in deaf and hard of hearing students;

390 (ii) demonstrating understanding and expertise regarding early childhood spoken  
391 language development;

392 (iii) involving family members with students who are deaf or hard of hearing in learning  
393 and therapeutic activities;

394 (iv) integrating speech, listening, and spoken language in preschool and early  
395 elementary content areas; and

396 (v) integrating current listening technology, including troubleshooting such technology;  
397 and

398 (d) for a program focused on Subsection R277-304-7(1)(c)(iii):

399 (i) integrating American Sign Language into instruction of core academic content for  
400 all school-age students;

- 401 (ii) enhancing bilingual literacy of students who are deaf or hard of hearing in both  
402 American Sign Language and English;
- 403 (iii) integrating respect and understanding of deaf culture into instruction;
- 404 (iv) demonstrating understanding and expertise regarding American Sign Language  
405 language development; and
- 406 (v) proficiency in American Sign Language as demonstrated by passing an  
407 assessment approved by the Superintendent.

408

409 **R277-304-8. Career and Technical Education Preparation Programs.**

- 410 (1) Prior to approval by the Board, a CTE teacher preparation program designed for  
411 individuals that do not hold a bachelor's degree or higher shall:
- 412 (a) focus on one or more of the following areas:
- 413 (i) family and consumer sciences;
- 414 (ii) health sciences;
- 415 (iii) information technology;
- 416 (iv) skilled and technical sciences; or
- 417 (v) work-based learning;
- 418 (b) require that candidates have six years of documented, related occupational  
419 experiences within the 10 years prior to the program application in an approved CTE license  
420 area;
- 421 (c) require ~~[demonstration of]~~ competency in all areas detailed in Section~~[s R277-304-3~~  
422 ~~and]~~ R277-304-5;
- 423 (d) For a program applicant accepted after January 1, 2020, a CTE preparation  
424 program shall require multiple opportunities for a program applicant to successfully  
425 demonstrate application of knowledge and skills gained through the program in a school-based  
426 setting in all requirements outlined in Section R277-304-5; and
- 427 (e) require candidates to hold the applicable license or certificate issued by the Utah  
428 State Department of Commerce, Division of Occupational and Professional Licensing in any  
429 area where such licensure or certification exists.

430 (2) A program may count an associate's degree in a related area for up to two years  
431 of occupational experience to satisfy the requirement in Subsection R277-304-8(1)(b).

432 (3)(a) An approved program may request a waiver from the Superintendent of the  
433 occupational experience required for a candidate if the candidate has passed an approved  
434 competency examination in the respective field at or above the passing score established by  
435 the Superintendent.

436 (b) The Superintendent may grant a waiver under Subsection (2)(a) for up to five years  
437 from the date the candidate passed the examination.

438

439 **KEY: teacher preparation, programs, educators**

440 **Date of Enactment or Last Substantive Amendment: May 23, 2019**

441 **Authorizing, and Implemented or Interpreted Law: [Art X Sec 3](#); ~~[53A-1-401](#)~~ [53E-3-401](#);**  
442 **[53E-6-201](#)**

443