

**R277. Education, Administration.**

**~~[R277-506. School Psychologists, School Social Workers, School Counselors, Communication Disorders (Audiologists), Speech-Language Pathologists, and Speech-Language Technicians Licenses and Programs.~~**

**~~R277-506-1. Definitions.~~**

~~\_\_\_\_\_ A. "Board" means the Utah State Board of Education.~~

~~\_\_\_\_\_ B. "Career information delivery systems" means the state approved computer software program which provides specific occupation and career planning information, scholarship information, and information about postsecondary institutions.~~

~~\_\_\_\_\_ C. "Communication Disorders license area of concentration" means the area of content required for an audiologist to provide services to individuals from birth through age 22. Communication Disorders area of concentration carries an audiology endorsement.~~

~~\_\_\_\_\_ D. "Consultation" means consulting with parents, teachers, other educators, and community agencies regarding strategies to help students.~~

~~\_\_\_\_\_ E. "Guidance curriculum planning" means structured, developmental experiences presented systematically through classroom and group activities which are organized in areas of self-knowledge, education and occupational exploration, and career planning directed toward meeting the Board approved student competencies.~~

~~\_\_\_\_\_ F. "LEA" means local education agency, including local school boards/ public school districts, charter schools, and, for purposes of this rule, the Utah Schools for the Deaf and the Blind.~~

~~\_\_\_\_\_ G. "Level 1 license" means a Utah professional educator license issued upon completion of an approved preparation program or an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to candidates who have also met all ancillary requirements established by law or rule.~~

~~\_\_\_\_\_ H. "Level 2 license" means a Utah professional educator license issued after satisfaction of all requirements for a Level 1 license as well as any additional requirements established by law or rule relating to professional preparation or experience.~~

~~\_\_\_\_\_ I. "Practicum" means a practical, usually simulated, application of previously~~

~~studied theory, monitored by a professional in the field. The experience shall include at least the following subject matter: student assessment and interpretation, guidance curriculum planning, individual and group counseling, individual education and occupational planning, and use of career information delivery systems.~~

~~\_\_\_\_\_ J. "Speech-Language Pathologist (SLP) license" means a Speech-Language Pathologist area of concentration required for teaching students with communication disorders, birth through age 21. A Speech-Language Pathologist license carries a Speech-Language Pathologist endorsement.~~

~~\_\_\_\_\_ K. "Speech-Language Technician (SLT) license area of concentration" means an area of concentration in which an individual has completed a Board approved bachelor's degree in communication disorders at an accredited higher education institution and additional training as required by the USOE.~~

~~\_\_\_\_\_ L. "Temporary license" means a designation that an applicant has met all requirements of Section 3A(1), below.~~

~~\_\_\_\_\_ M. "USOE" means the Utah State Office of Education.~~

**~~R277-506-2. Authority and Purpose.~~**

~~\_\_\_\_\_ A. This rule is authorized under Utah Constitution Article X, Section 3 which vests general control and supervision of public education in the Board, Subsections 53E-3-501(1)(a), which requires the Board to make rules regarding the qualification and certification of educators and ancillary personnel who provide direct student services, and Subsection 53E-3-401(4), which allows the Board to adopt rules in accordance with its responsibilities.~~

~~\_\_\_\_\_ B. The purpose of this rule is to specify:~~

~~\_\_\_\_\_ (1) the standards for obtaining licenses and other credentials issued by the Board for employment in the public schools as school psychologists, school social workers, school counselors, audiologists, speech-language pathologists, and speech-language technicians; and~~

~~\_\_\_\_\_ (2) the standards which shall be met by a post-secondary institution in order to~~

~~receive Board approval of its program for school psychologists, school social workers, school counselors, audiologists, speech-language pathologists, and speech-language technicians.~~

**~~R277-506-3. School Psychologist.~~**

~~——— A. A candidate for the Level 1 School Psychologist License area of concentration shall have:~~

~~——— (1) completed at least an approved masters degree or equivalent certification program consisting of a minimum of 60 semester (90 quarter) hours in school psychology at an accredited institution;~~

~~——— (2) demonstrated competence in the following:~~

~~——— (a) understanding the organization, administration, and operation of schools, the major roles of personnel employed in schools, and curriculum development;~~

~~——— (b) directing psychological and psycho-educational assessments and intervention including all areas of exceptionality;~~

~~——— (c) individual and group intervention and remediation techniques, including consulting, behavioral methods, counseling, and primary prevention;~~

~~——— (d) understanding the ethical and professional practice and legal issues related to the work of school psychologists;~~

~~——— (e) social psychology, including interpersonal relations, communications and consultation with students, parents, and professional personnel;~~

~~——— (f) coordination and work with community-school relations and multicultural education programs and assessment; and~~

~~——— (g) the use and evaluation of tests and measurements, developmental psychology, affective and cognitive processes, social and biological bases of behavior, personality, and psychopathology;~~

~~——— (3) completed a one school year internship or its equivalent with a minimum of 1200 clock hours in school psychology. At least 600 of the 1200 clock hours shall be in a school setting or a setting with an educational component; and~~

~~\_\_\_\_\_ (4) been recommended by an institution whose program of preparation for school psychologists has been approved by the Board.~~

~~\_\_\_\_\_ B. Current certification as a nationally certified school psychologist by the National School Psychology Certification Board shall be accepted in lieu of requirements for the Level 1 License.~~

~~\_\_\_\_\_ C. A candidate for the Level 2 School Psychologist License area of concentration shall:~~

~~\_\_\_\_\_ (1) satisfy requirements for the Level 1 school psychologist License;~~

~~\_\_\_\_\_ (2) have completed at least two years of successful experience as a school psychologist under a Level 1 School Psychologist License area of concentration or its equivalent; and~~

~~\_\_\_\_\_ (3) have been recommended by the employing LEA with consultation from a teacher education institution.~~

~~\_\_\_\_\_ D. The Board may approve the school psychologist preparation program of an institution if the program meets the standards prescribed in the Standards for State Approval of Teacher Education for school psychologists. These standards were developed by school psychologists in Utah schools and recommended to the Board by SACTE and are available from the USOE.~~

**~~R277-506-4. School Social Workers.~~**

~~\_\_\_\_\_ A. A candidate for the Level 1 School Social Worker License area of concentration shall have:~~

~~\_\_\_\_\_ (1) completed a Board approved program for the preparation of school social workers including a Master of Social Work degree from an accredited institution;~~

~~\_\_\_\_\_ (2) demonstrated competence in the following:~~

~~\_\_\_\_\_ (a) articulation of the role and function of the school social worker including relationships with other professional school and community personnel, organizations, and agencies;~~

~~\_\_\_\_\_ (b) the understanding of the organization, administration, and evaluation of a~~

~~school social work program;~~

~~—— (c) social work practice with individuals, families, and groups;~~

~~—— (d) the development and interpretation on of a social history and psycho-social assessment of the individual and the family system;~~

~~—— (e) the analysis of family dynamics and experience in counseling and conflict management and resolution;~~

~~—— (f) the communication and consultation of skills in working with the client, the family, the school staff, and community and social agencies;~~

~~—— (g) the understanding of the teaching/learning environment;~~

~~—— (h) the analysis of school law and child welfare issues;~~

~~—— (i) the use of social work methods to facilitate the affective domain of education and the learning process; and~~

~~—— (j) the knowledge pertaining to the cause and effects of social forces, cultural changes, stress, disability, disease, deprivation, neglect, and abuse on learning and on human behavior and development, and the effect of these forces on minorities of race, ethnicity, and class.~~

~~—— (3) completed an approved school social work internship in a school setting or in an agency which includes a substantial amount of experience with children and contact with schools; and~~

~~—— (4) been recommended by an institution whose program of preparation for social workers has been approved by the Board.~~

~~—— B. A candidate for the Level 2-Standard School Social Worker License area of concentration shall have:~~

~~—— (1) completed at least three years of successful experience as a school social worker under a Level 1 School Social Worker License area of concentration or its equivalent; and~~

~~—— (2) been recommended by the employing LEA with consultation from a teacher education institution.~~

~~—— C. The Board may approve the social worker program of an institution if the~~

~~program meets the standards prescribed in the Standards for State Approval of Teacher Education for school social workers, developed and available as provided in R277-506-3D.~~

**~~R277-506-5. School Counselors.~~**

~~There are three levels of licensure for a K-12 school counselor:~~

~~A. The Board shall issue a School Counselor Professional Educator Level 1 License:~~

~~(1) to counselors who are beginning their professional careers who have completed an approved 600 hour field experience (400 hours if the applicant has completed two or more years of successful teaching experience as approved by USOE licensing); and~~

~~(2) upon completion of an accredited counselor education program; or~~

~~(3) to candidates applying for licensure under interstate agreements.~~

~~B. School Counselor Professional Educator License Level 2 is:~~

~~(1) a license issued after satisfaction of all requirements for a Level 1 license and 3 years of successful experience as a school counselor in an accredited school in Utah; and~~

~~(2) is valid for five years.~~

~~C. Counseling Intern Temporary License is based on written recommendation from a USOE accredited program that a candidate:~~

~~(1) is currently enrolled in the program;~~

~~(2) has completed 30 semester hours of course work, including successful completion of a practicum; and~~

~~(3) has skills to work in a school as an intern with supervision from the school setting and from the counselor education program.~~

~~(a) Letters from the accredited program recommending eligible candidates shall be submitted to USOE at the beginning of each school year.~~

~~(b) The Counseling Intern Temporary License is valid for the current year only and is not renewable.~~

**~~R277-506-6. Communication Disorders (Audiologist).~~**

~~—— A. A candidate shall complete a Board approved program for teaching students with communication disorders, which includes a master's degree, to qualify for the Communication Disorders license areas of concentration (audiologist).~~

~~—— B. The Board may approve the preparation program for audiologists of a higher education institution if the program is aligned with the standards prescribed by ASHA.~~

**~~R277-506-7. Speech-Language Pathologist (SLP).~~**

~~—— A. A candidate shall complete a Board approved program for teaching students with speech/language impairments to qualify for the SLP area of concentration. Such programs include:~~

~~—— (1) a master's degree and Certificate of Clinical Competence (CCC); or~~

~~—— (2) a master's degree; or~~

~~—— (3) an international equivalent of a master's degree, earned in a communication disorders program, or equivalent after receiving a bachelor's degree at an accredited higher education institution.~~

~~—— B. The Board may approve the preparation program for speech-language pathologists of a higher education institution if the program is aligned with the standards prescribed by ASHA.~~

~~—— C. The Board may license a candidate who has been accepted into a Board approved program and the candidate may be an SLT as described in R277-506-1K. The duties and responsibilities of the candidate may not exceed the candidate's current preparation.~~

~~—— D. This area of concentration does not qualify the individual to provide services outside of the educational setting.~~

**~~R277-506-8. Speech-Language Technician (SLT).~~**

~~—— A. a candidate shall complete a Board approved bachelor's degree in~~

**REPEAL**  
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~~communication disorders and additional training as required by the USOE to qualify for the SLT area of concentration. A candidate shall complete additional professional development prior to or within the first year of receiving this area of concentration, in order to meet defined competencies.~~

~~\_\_\_\_\_ B. A SLT shall work under the supervision of a SLP who accepts full responsibility for the work of the SLT.~~

~~\_\_\_\_\_ C. The supervising SLP maintains full responsibility for the caseload of the SLP and any SLTs supervised by the SLP.~~

~~\_\_\_\_\_ D. A candidate for the SLT area of concentration may perform SLT functions and duties solely within the confines of the public school.~~

~~\_\_\_\_\_ E. The SLT's function and duties shall conform to Utah's SLP/SLT Handbook, developed by the USOE, 2007.~~

~~\_\_\_\_\_ F. The performance of SLP and SLT duties shall be strictly consistent with Utah's SLP/SLT Handbook.~~

~~\_\_\_\_\_ G. An LEA may substitute documented clinical employment at the LEA's, for employment in education.~~

**KEY:** ~~educational program evaluations, professional competency, educator licensing~~

**Date of Enactment or Last Substantive Amendment:** ~~November 10, 2014~~

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**Authorizing, and Implemented or Interpreted Law:** ~~Art X Sec 3; 53E-3-501(1)(a); 53E-6-102; 53E-3-401(4)]~~