

1 **R277. Education, Administration.**

2 **R277-306. Educator Preparation Programs for School Psychologists, Audiologists,**  
3 **Speech-Language Pathologists, Speech-Language Technicians, [and] Counselors,**  
4 **and School Social Workers.**

5 **R277-306-1. Authority and Purpose.**

6 (1) This rule is authorized by:

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

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

11 (c) Subsection [53E-6-201\(3\)\(a\)](#), which allows the Board to establish criteria for  
12 obtaining educator licenses.

13 (2) The purpose of this rule is to establish standards for educator preparation  
14 programs for:

15 (a) School Psychologists;

16 (b) Audiologists;

17 (c) Speech-Language Pathologists;

18 (d) Speech-Language Technicians; [and]

19 (e) School Counselors[.]; and

20 (f) School Social Workers.

21 **R277-306-2. School Psychologist Preparation Programs.**

22 (1) A Utah institution of higher education may seek approval by the Board for a  
23 school psychologist preparation program if the program:

24 (a) results in a masters degree or higher in school psychology;

25 (b) meets the [2010 Standards for Graduate Preparation of School Psychologists](#)  
26 created by the [National Association of School Psychologists \(NASP\)](#);

27 (c) prepares candidates to provide comprehensive and integrated services across  
28 the ten general domains of school psychology as defined in the [2010 Model for](#)

29 [Comprehensive and Integrated School Psychological Services](#);

30 (d) prepares candidates to follow the [2010 Principles for Professional Ethics created](#)  
31 [by NASP](#); and

32 (e) includes school-based clinical experiences for a candidate to observe, practice  
33 skills, and reflect on practices that:

34 (i) are significant in number, depth, breadth, and duration; and

35 (ii) are progressively more complex.

36 (2) For a program applicant accepted after January 1, 2020, a school psychologist  
37 preparation program shall require multiple opportunities for a program applicant to  
38 successfully demonstrate the application of knowledge and skills gained through the  
39 program in a school-based setting in each of the following:

40 (a) administering varied models and methods of assessment and data collection for:

41 (i) identifying strengths and needs of students;

42 (ii) developing effective services and programs for students; and

43 (iii) measuring progress and outcomes for students;

44 (b) implementing varied models and strategies of consultation, collaboration, and  
45 communication with individuals, families, groups, and systems;

46 (c) implementing varied strategies that promote social-emotional functioning and  
47 mental health in students; and collecting and analyzing data for evaluation and support of  
48 effective practices at the individual, group, and systems levels.

49 (3) An individual that holds the Nationally Certified School Psychologist (NCSP)  
50 credential issued by NASP meets the out of state licensing requirement for a professional  
51 school psychologist license area of concentration detailed in Subsection [R277-301-](#)  
52 [5\(3\)\(c\)\(ii\)](#).

53 **R277-306-3. School Audiologist Preparation Program.**

54 (1) A Utah institution of higher education may seek approval by the Board for a  
55 school audiologist preparation program if the program:

56 (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-

57 Language Pathology; and

58 (b) prepares candidates to provide comprehensive and integrated services in a  
59 school setting as detailed in the [2018 Scope of Practice in Audiology](#) created by the  
60 American Speech-Language-Hearing Association;

61 (2) An individual that completes a program accredited by the Council on Academic  
62 Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for  
63 an associate license with an associate school audiologist license area of concentration  
64 detailed in Subsections [R277-301-4\(5\)](#) and (6).

65 (3) An individual that holds a current Certificate of Clinical Competence in Audiology  
66 (CCC-A) issued by the American Speech-Language-Hearing Association meets the out of  
67 state licensing requirement for a professional audiologist license area of concentration  
68 detailed in Subsection [R277-301-5\(3\)\(c\)\(ii\)](#).

69

70 **R277-306-4. Speech-Language Pathologist (SLP) Preparation Program.**

71 (1) A Utah institution of higher education may seek approval by the Board for a  
72 speech-language pathologist (SLP) preparation program if the program:

73 (a) is accredited by the Council on Academic Accreditation in Audiology and Speech-  
74 Language Pathology; and

75 (b) prepares candidates to provide comprehensive and integrated services in a  
76 school setting as detailed in the [2016 Scope of Practice in Speech-Language Pathology](#)  
77 created by the American Speech-Language-Hearing Association.

78 (2) An individual that completes a program accredited by the Council on Academic  
79 Accreditation in Audiology and Speech-Language Pathology outside of Utah qualifies for  
80 an associate license with a speech-language pathologist license area of concentration  
81 detailed in Subsections [R277-301-4\(5\)](#) and (6).

82 (3) An individual that holds a current Certificate of Clinical Competence in Speech-  
83 Language Pathology (CCC-SLP) issued by the American Speech-Language-Hearing  
84 Association meets the out of state licensing requirements for a professional speech-  
85 language pathologist license area of concentration detailed in Subsection [R277-301-](#)

86 5(3)(c)(ii).

87 **R277-306-5. Speech-Language Technician (SLT) Preparation Program.**

88 (1) The Superintendent shall create and administer an SLT preparation program  
89 that:

90 (a) requires applicants to hold a bachelor's degree in communication disorders or  
91 the equivalent;

92 (b) requires significant clinical experiences under the supervision of an individual  
93 holding a professional speech-language pathologist license area of concentration; and

94 (c) prepares candidate to provide services in a school setting as detailed in the Utah  
95 State Board of Education Handbook for Speech-Language Technicians Working in Utah  
96 Public Schools.

97 (2) The Superintendent shall periodically review and revise the handbook for SLTs  
98 referenced above.

99 **R277-306-6. School Counselor Preparation Programs.**

100 (1) A Utah institution of higher education may seek approval by the Board for a  
101 school counselor preparation program if the program:

102 (a) prepares candidates to meet the Utah Education School Counselor Standards  
103 detailed in Rule [R277-530](#);

104 (b) aligns with the [2016 Council for Accreditation of Counseling & Related](#)  
105 [Educational Program Standards](#); and

106 (c) requires candidates to complete the requirements for the College and Career  
107 Readiness Certificate.

108 (2) For a program applicant accepted after January 1, 2020, a school counselor  
109 preparation program shall require multiple opportunities for a program applicant to  
110 successfully demonstrate application of knowledge and skills gained through the program  
111 in a school-based setting in each of the following:

112 (a) collaborating with learners, families, colleagues, and community members to

- 113 build or implement a shared vision and supportive professional culture focused on  
114 student growth and success;
- 115 (b) delivering a sequential school counseling curriculum aligned with the Utah  
116 Model for College and Career Readiness School Counseling Program;
- 117 (c) leading individuals and groups of students and their parents or guardians  
118 through the development of educational and career plans;
- 119 (d) counseling individuals and small groups of students with identified needs and  
120 concerns;
- 121 (e) developing or maintaining a crisis prevention/youth protection response plan;  
122 and
- 123 (f) collecting and analyzing data for the purpose of accountability and program  
124 evaluation.

125 **R277-306-7. School Social Worker Preparation Programs.**

126 (1) A Utah institution of higher education may seek approval by the Board for a  
127 school social worker preparation program if the program:

- 128 (a) results in a masters of social work degree;
- 129 (b) is accredited by the Council of Social Work Education;
- 130 (c) includes school-based clinical experiences for a candidate to observe,  
131 practice skills, and reflect on practice that:
- 132 (i) are significant in number, depth, breadth, and duration; and
- 133 (ii) are progressively more complex;
- 134 (d) requires demonstration of competency in:
- 135 (i) knowledge of the role of a school social worker in furthering the educational  
136 mission of an LEA;
- 137 (ii) applying theoretical social work concepts and practical skills to the k-12  
138 educational setting, including:
- 139 (A) social, emotional, family, and community assessment;
- 140 (B) individual, group, and family counseling;

- 141 (C) casework; and  
142 (D) crisis intervention;  
143 (iii) knowledge and application of rules regarding data and record keeping that  
144 apply to data available in a school, including:  
145 (A) the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g; and  
146 (B) Title 53E, Chapter 9, Student Privacy and Data Protection;  
147 (iv) knowledge of laws regarding disabilities and their application to school social  
148 worker practices and the school setting, including:  
149 (A) the IDEA; and  
150 (B) the Americans with Disabilities Act of 1990, 42 U.S.C. 12101;  
151 (v) utilizing information from assessments in an educational setting to develop  
152 student focused programs and interventions;  
153 (vi) implementation of evidence-based curriculum in response to current social  
154 and emotional aspects of education; and  
155 (vii) providing and advocating for services that support the social and emotional  
156 aspects of education;  
157 (e) requires multiple opportunities for a program applicant admitted after January  
158 1, 2020 to successfully demonstrate application of knowledge and skills gained through  
159 the program in a school-based setting in each of the following areas:  
160 (i) utilizing information from assessments in the development of student-focused  
161 and system-focused programs and interventions in a school setting;  
162 (ii) counseling individuals and small groups of students with identified needs and  
163 concerns;  
164 (iii) implementing varied models and strategies of consultation, collaboration, and  
165 communication with teachers, individuals, and families; and  
166 (iv) developing or updating a crisis prevention/youth protection response plan.  
167 (2) An individual holding a CSW or LCSW license through the Division of  
168 Occupational and Professional Licensing in accordance with Rule R156-60a qualifies for  
169 an associate educator license with an associate school social worker license area of

170 concentration detailed in Section R277-301-4 if the individual, no more than one  
171 calendar year prior to the application:

172 (a) completes a criminal background check, including review of any criminal  
173 offenses and clearance in accordance with Rule R277-214; and

174 (b) completes the educator ethics review described in Rule R277-302.

175 (3)(a) The Superintendent shall work with Utah universities and LEAs to create  
176 and administer a non-degree professional license preparation program for individuals  
177 described in Subsection (2) that meets all the requirements of Subsections (1)(c)  
178 through (1)(e) above.

179 **KEY: preparation, psychologists, audiologists, speech-language pathologists,**  
180 **speech-language technicians, counselors**

181 **Date of Enactment or Last Substantive Amendment: 2019**

182 **Authorizing, and Implemented, or Interpreted Law: Art X Sec 3; 53E-3-401(4);**

183 **53E-6-201**