

1 **R277. Education, Administration.**

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

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)(i) results in a master's degree in school counseling; or

105 (ii) requires a master's degree or higher from a regionally accredited institution in a
106 related field for entrance into the program;

107 (b)(c) aligns with the 2016 Council for Accreditation of Counseling & Related
108 Educational Program Standards; and

109 (c)(d) requires candidates to ~~[complete the requirements]~~ demonstrate all
110 competencies required for the College and Career Readiness Certificate.

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

115 (a) collaborating with learners, families, colleagues, and community members to
116 build or implement a shared vision and supportive professional culture focused on

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

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

- 129 (1) A Utah institution of higher education may seek approval by the Board for a
130 school social worker preparation program if the program:
- 131 (a) results in a masters of social work degree;
- 132 (b) is accredited by the Council of Social Work Education;
- 133 (c) includes school-based clinical experiences for a candidate to observe,
134 practice skills, and reflect on practice that:
- 135 (i) are significant in number, depth, breadth, and duration; and
136 (ii) are progressively more complex;
- 137 (d) requires demonstration of competency in:
- 138 (i) knowledge of the role of a school social worker in furthering the educational
139 mission of an LEA;
- 140 (ii) applying theoretical social work concepts and practical skills to the k-12
141 educational setting, including:
- 142 (A) social, emotional, family, and community assessment;
- 143 (B) individual, group, and family counseling;
- 144 (C) casework; and
145 (D) crisis intervention;

146 (iii) knowledge and application of rules regarding data and record keeping that
147 apply to data available in a school, including:

148 (A) the [Family Educational Rights and Privacy Act of 1974](#), 20 U.S.C. 1232g; and
149 (B) [Title 53E, Chapter 9](#), Student Privacy and Data Protection;

150 (iv) knowledge of laws regarding disabilities and their application to school social
151 worker practices and the school setting, including:

152 (A) the IDEA; and
153 (B) the [Americans with Disabilities Act of 1990](#), 42 U.S.C. 12101;

154 (v) utilizing information from assessments in an educational setting to develop
155 student focused programs and interventions;

156 (vi) implementation of evidence-based curriculum in response to current social
157 and emotional aspects of education; and

158 (vii) providing and advocating for services that support the social and emotional
159 aspects of education;

160 (e) requires multiple opportunities for a program applicant admitted after January
161 1, 2020 to successfully demonstrate application of knowledge and skills gained through
162 the program in a school-based setting in each of the following areas:

163 (i) utilizing information from assessments in the development of student-focused
164 and system-focused programs and interventions in a school setting;

165 (ii) counseling individuals and small groups of students with identified needs and
166 concerns;

167 (iii) implementing varied models and strategies of consultation, collaboration, and
168 communication with teachers, individuals, and families; and

169 (iv) developing or updating a crisis prevention/youth protection response plan.

170 (2) An individual holding a licensed certified social worker “CSW” license or
171 licensed clinical social worker “LCSW” license through the Division of Occupational and
172 Professional Licensing in accordance with Rule R156-60a qualifies for an associate
173 educator license with an associate school social worker license area of concentration
174 detailed in Section [R277-301](#)-4 if the individual, no more than one calendar year prior to
175 the application:

176 (a) completes a criminal background check, including review of any criminal
177 offenses and clearance in accordance with Rule [R277-214](#); and
178 (b) completes the educator ethics review described in Rule R277-302.
179 (3)(a) The Superintendent shall work with Utah universities and LEAs to create
180 and administer a non-degree professional license preparation program for individuals
181 described in Subsection (2) that meets all the requirements of Subsections (1)(c)
182 through (1)(e) above.

183 **KEY: preparation, psychologists, audiologists, speech-language pathologists,**
184 **speech-language technicians, counselors**
185 **Date of Enactment or Last Substantive Amendment: 2019**
186 **Authorizing, and Implemented, or Interpreted Law: [Art X Sec 3](#); [53E-3-401\(4\)](#);**
187 **[53E-6-201](#)**