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## **MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Martell Menlove, Ph.D.  
Chief Executive Officer

**DATE:** August 8, 2014

**ACTION:** R277-506 *School Psychologists, School Social Workers, and School Counselors Licenses and Programs* (Amendment and Continuation)

### **Background:**

1. Aspects of the revisions of R277-504 *Early Childhood, Elementary, Secondary, Special Education (K-12), Communication Disorders, Speech-Language Pathologist and Speech-Language Technician, and Preschool Special Education (Birth-Age 5) Licensure* require that language regarding Communication Disorders, Speech-Language Pathology, and Speech-Language Technicians be added to R277-506. Extensive revisions to R277-506, based on R277-502 *Educator Licensing and Data Retention* will be proposed at a later Board meeting after revisions to R277-504 and R277-505 *Administrative License Areas of Concentration and Programs* have been finalized.
2. In addition to the amendments to R277-506, the rule is continued consistent with Board policy for continuation of rules and the Utah Administrative Rulemaking Act.

### **Key Points:**

1. The revised version of R277-504 focuses on teacher licensure, and sections regarding student support services licensure were removed. These sections must be moved to another rule so they may remain in force until they can be revised. R277-506 focuses on student support services licensure and is the most appropriate place for the removed sections.
2. R277-506 continues to be necessary because it provides the standards for obtaining licenses issued by the Board for employment in the public schools as school psychologists, school social workers, and school counselors.

### **Anticipated Action:**

1. It is proposed that the Law and Licensing Committee consider approving R277-506, as amended, on first reading and, if approved by the Committee, the Board consider approving R277-506, as amended, on second reading.
2. It is proposed that the Law and Licensing Committee consider approving R277-506 for continuation on first reading and, if approved by the Committee, the Board consider approving R277-506 for continuation on second reading.

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1 R277. Education, Administration.

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

6 R277-506-1. Definitions.

7 A. "Board" means the Utah State Board of Education.

8 B. "Career information delivery systems" means the state  
9 approved computer software program which provides specific  
10 occupation and career planning information, scholarship  
11 information, and information about postsecondary institutions.

12 C. "Communication Disorders license area of  
13 concentration" means the area of content required for an  
14 audiologist to provide services to individuals from birth  
15 through age 22. Communication Disorders area of concentration  
16 carries an audiology endorsement.

17 [E]D. "Consultation" means consulting with parents,  
18 teachers, other educators, and community agencies regarding  
19 strategies to help students.

20 [D]E. "Guidance curriculum planning" means structured,  
21 developmental experiences presented systematically through  
22 classroom and group activities which are organized in areas of  
23 self-knowledge, education and occupational exploration, and  
24 career planning directed toward meeting the Board approved  
25 student competencies.

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

30 [E]G. "Level 1 license" means a Utah professional  
31 educator license issued upon completion of an approved  
32 preparation program or an alternative preparation program, or  
33 pursuant to an agreement under the NASDTEC Interstate  
34 Contract, to candidates who have also met all ancillary  
35 requirements established by law or rule.

36 [F]H. "Level 2 license" means a Utah professional  
37 educator license issued after satisfaction of all requirements

38 for a Level 1 license as well as any additional requirements  
39 established by law or rule relating to professional  
40 preparation or experience.

41 [G]I. "Practicum" means a practical, usually simulated,  
42 application of previously studied theory, monitored by a  
43 professional in the field. The experience shall include at  
44 least the following subject matter: student assessment and  
45 interpretation, guidance curriculum planning, individual and  
46 group counseling, individual education and occupational  
47 planning, and use of career information delivery systems.

48 J. "Speech-Language Pathologist (SLP) license" means a  
49 Speech-Language Pathologist area of concentration required for  
50 teaching students with communication disorders, birth through  
51 age 21. A Speech-Language Pathologist license carries a  
52 Speech-Language Pathologist endorsement.

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

58 [H]L. "Temporary license" means a designation that an  
59 applicant has met all requirements of Section 3A(1), below.

60 [I]M. "USOE" means the Utah State Office of Education.

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

62 A. This rule is authorized under Utah Constitution  
63 Article X, Section 3 which vests general control and  
64 supervision of public education in the Board, Sections 53A-1-  
65 402(1)(a) which requires the Board to make rules regarding the  
66 qualification and certification of educators and ancillary  
67 personnel who provide direct student services, and Section  
68 53A-1-401(3) which allows the Board to adopt rules in  
69 accordance with its responsibilities.

70 B. The purpose of this rule is to specify:

71 (1) the standards for obtaining licenses and other  
72 credentials issued by the Board for employment in the public  
73 schools as school psychologists, school social workers, [~~and~~

74 |school counselors, audiologists, speech-language  
75 |pathologists, and speech-language technicians; and

76 | (2) the standards which shall be met by a post-secondary  
77 | institution in order to receive Board approval of its program  
78 | for school psychologists, school social workers, [~~and~~]school  
79 | counselors, audiologists, speech-language pathologists, and  
80 | speech-language technicians.

81 | **R277-506-3. School Psychologist.**

82 | A. A[n ~~applicant~~] candidate for the Level 1 School  
83 | Psychologist License area of concentration shall have:

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

88 | (2) demonstrated competence in the following:

89 | (a) understanding the organization, administration, and  
90 | operation of schools, the major roles of personnel employed in  
91 | schools, and curriculum development;

92 | (b) directing psychological and psycho-educational  
93 | assessments and intervention including all areas of  
94 | exceptionality;

95 | (c) individual and group intervention and remediation  
96 | techniques, including consulting, behavioral methods,  
97 | counseling, and primary prevention;

98 | (d) understanding the ethical and professional practice  
99 | and legal issues related to the work of school psychologists;

100 | (e) social psychology, including interpersonal  
101 | relations, communications and consultation with students,  
102 | parents, and professional personnel;

103 | (f) coordinati[ng]on and work[ing] with community-school  
104 | relations and multicultural education programs and assessment;  
105 | and

106 | (g) the us[ing]e and evaluati[ng]on of tests and  
107 | measurements, developmental psychology, affective and  
108 | cognitive processes, social and biological bases of behavior,  
109 | personality, and psychopathology;

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

115 (4) been recommended by an institution whose program of  
116 preparation for school psychologists has been approved by the  
117 Board.

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

122 C. A[n ~~applicant~~] candidate for the Level 2 School  
123 Psychologist License area of concentration shall:

124 (1) satisfy requirements for the Level 1 school  
125 psychologist License;

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

130 (3) have been recommended by the employing [~~school~~  
131 ~~district~~]LEA with consultation from a teacher education  
132 institution.

133 D. The Board may approve the school psychologist  
134 preparation program of an institution [~~may be approved by the~~  
135 ~~Board~~] if [~~it~~]the program meets the standards prescribed in  
136 the Standards for State Approval of Teacher Education for  
137 school psychologists. These standards were developed by  
138 school psychologists in Utah schools and recommended to the  
139 Board by SACTE and are available from the USOE.

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

141 A. A[n ~~applicant~~] candidate for the Level 1 School  
142 Social Worker License area of concentration shall have:

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

146 (2) demonstrated competence in the following:

147 (a) articulation of the role and function of the  
148 school social worker including relationships with other  
149 professional school and community personnel, organizations,  
150 and agencies;

151 (b) the understanding of the organization,  
152 administration, and evaluation of a school social work  
153 program;

154 (c) social work practice with individuals, families, and  
155 groups;

156 (d) the development and interpretation of a social  
157 history and psycho-social assessment of the individual and the  
158 family system;

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

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

164 (g) the understanding of the teaching/learning  
165 environment;

166 (h) the analysis of school law and child welfare  
167 issues;

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

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

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

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

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

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

187 (2) been recommended by the employing [~~school~~  
188 ~~district~~]LEA with consultation from a teacher education  
189 institution.

190 C. The Board may approve the social worker program of an  
191 institution [~~may be approved by the Board~~]if [~~it~~]the program  
192 meets the standards prescribed in the Standards for State  
193 Approval of Teacher Education for school social workers,  
194 developed and available as provided in R277-506-3D.

#### 195 **R277-506-5. School Counselors.**

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

198 A. The Board shall issue a School Counselor Professional  
199 Educator~~[License]~~ Level 1 License~~[is a license issued]:~~

200 (~~3~~1) [~~This license is issued~~]to counselors who are  
201 beginning their professional careers who have completed an  
202 approved 600 hour field experience (400 hours if the applicant  
203 has completed two or more years of successful teaching  
204 experience as approved by USOE licensing)~~[.];~~ and

205 (~~1~~2) upon completion of an accredited counselor  
206 education program; or

207 (~~2~~3) to [~~persons~~]candidates applying for licensure  
208 under interstate agreements.

209 B. School Counselor Professional Educator License Level  
210 2 is:

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

215 (2) is valid for five years.

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

- 219 (1) is currently enrolled in the program;
- 220 (2) has completed 30 semester hours of course work,  
221 including successful completion of a practicum; and
- 222 (3) has skills to work in a school as an intern with  
223 supervision from the school setting and from the counselor  
224 education program.
- 225 (a) Letters from the accredited program recommending  
226 eligible candidates shall be submitted to USOE at the  
227 beginning of each school year.
- 228 (b) The Counseling Intern Temporary License is valid for  
229 the current year only and is not renewable.

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

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

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

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

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

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

245 (2) a master's degree; or

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

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

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

259 D. This area of concentration does not qualify the  
260 individual to provide services outside of the educational  
261 setting.

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

263 A. a candidate shall complete a Board approved bachelor's  
264 degree in communication disorders and additional training as  
265 required by the USOE to qualify for the SLT area of  
266 concentration. A candidate shall complete additional  
267 professional development prior to or within the first year of  
268 receiving this area of concentration, in order to meet defined  
269 competencies.

270 B. A SLT shall work under the supervision of a SLP who  
271 accepts full responsibility for the work of the SLT.

272 C. The supervising SLP maintains full responsibility for  
273 the caseload of the SLP and any SLTs supervised by the SLP.

274 D. A candidate for the SLT area of concentration may  
275 perform SLT functions and duties solely within the confines of  
276 the public school.

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

279 F. The performance of SLP and SLT duties shall be  
280 strictly consistent with Utah's SLP/SLT Handbook.

281 G. An LEA may substitute documented clinical employment  
282 at the LEA's, for employment in education.

283 **KEY: educational program evaluations, professional**  
284 **competency, educator licensing**

285 **Date of Enactment or Last Substantive Amendment: [~~October 8,~~**  
286 **~~2008~~2014**

287 **Notice of Continuation: [~~August 14, 2012~~2014**

288 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**

289 53A-1-402 (1) (a) ; 53A-6-103; 53A-1-401 (3)