California State University, Fullerton
Department Chair Name: Dr. HyeKyeung Seung
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Speech Language Pathology Program Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. All underlined competencies must be addressed. SLP Standards 1, 3, and 8 are fully met by ASHA Standards.

Course Numbers and Titles presented below due to restricted space in table formatting

Course Number	Course Title
COMD 404	Communication Development/Disorders in Children from Culturally/Linguistically Diverse Backgrounds
COMD 548A	Clinical Practicum: Speech Language Disorders in Children
COMD 576	Seminar in Augmentative and Alternative Communication
COMD 577	Seminar in Child Language Disorders
COMD 589A	Public School Practicum in Communicative Disorders
COMD 590	Seminar: Speech and Hearing Services in Schools
NIR	Intent to Register (departmental form)
Calipso	Individual student progress management program

Link to Commission Approved Speech Language Pathology Standards: http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards-2014.pdf

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Standard I Candidate Competencies		COMD 404	COMD 548A	COMD 576	COMD 577	COMD 590	COMD 589A	NIR	Calipso Website
	Speech Language Pathology Candidate Competencies								
1	Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound <u>evidence-based practices relevant to the contemporary conditions of schools.</u> The design must reflect the <u>full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students</u> in the specific areas authorized by the credential.				I	P A I P			A
	The program has an organizational structure that forms a <u>logical sequence between the instructional components and fieldwork,</u> and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.							I P A	
2	Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes <u>state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP)</u> development and monitoring, services, and instruction of <u>students with disabilities.</u>					I P A			
	The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as <u>promoting safe educational environments.</u> The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.					I P			A

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		COMD 404	COMD 548A	COMD 576	COMD 577	COMD 590	COMD 589A	NIR	Calipso Website
3	The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, <u>gender identity/expression</u>, sexual orientation, and abilities and disabilities of individuals served.					!			P A
	In addition, the program provides knowledge and application of <u>pedagogical theories, development of academic language</u> and principles/practices for English language usage leading to comprehensive literacy in English.				! P	A			
	The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.								

Standard I Candidate Competencies	COMD 404	COMD 548A	COMD 576	COMD 577	COMD 590	COMD 589A	NIR	Calipso Website
4 The program provides instruction in communicating effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, <u>(3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP.</u>					! P			A
The program provides opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.								
The program informs candidates of the importance of <u>communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.</u>					! P			A

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5	The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in <u>progress monitoring and in decision making regarding eligibility and services.</u>					!			P A
	The program provides candidates with the knowledge and skill needed to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.								
	The program provides opportunities for using both formal and informal <u>assessments to evaluate students' needs and strengths</u> for the purpose of making <u>accommodations,</u> modifications, instructional decisions and ongoing program improvements.				!	P			A
	The program provides the opportunities for each candidate to demonstrate <u>the knowledge of required statewide assessments and local, state and federal accountability</u> systems.					! P A			
Standard I Candidate Competencies		**COMD 404**	**COMD 548A**	**COMD 576**	**COMD 577**	**COMD 590**	**COMD 589A**	**NIR**	**Calipso Website**
6	The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process.								
	Each candidates demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management <u>in the instructional setting.</u>					! P A			
	Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, <u>curriculum access,</u> and skill development of students with disabilities.			! P A					
Standard I Candidate Competencies		**COMD 404**	**COMD 548A**	**COMD 576**	**COMD 577**	**COMD 590**	**COMD 589A**	**NIR**	**Calipso Website**

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7	The program provides opportunities for candidates to <u>plan, implement, and evaluate transitional life experiences for students</u> with disabilities across the lifespan.					! P			A
	Each candidate collaborates with personnel from other educational and community agencies to plan for successful <u>transitions by students.</u>					! P A			
	Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.								
8	The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the <u>IFSP/IEP/transition planning process</u>, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and <u>following all legal requirements of the IFSP/IEP/transition planning process.</u>					! P A			
1	Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms.								
	In addition, candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, hearing, and the production of swallowing.								
	Finally, each candidate demonstrates comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.								
Standard I Candidate Competencies		**COMD 404**	**COMD 548A**	**COMD 576**	**COMD 577**	**COMD 590**	**COMD 589A**	**NIR**	**Calipso Website**

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2	Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two.								
	Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition.								
	Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction.								
	Candidates also exhibit understanding of speech/language development across the range of disabilities.								
	Each candidates demonstrates knowledge of the <u>development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.</u>				! P A				
3	Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing.								
	Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.								
Standard I Candidate Competencies		**COMD 404**	**COMD 548A**	**COMD 576**	**COMD 577**	**COMD 590**	**COMD 589A**	**NIR**	**Calipso Website**

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4	Each candidates demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history.								
	Candidates <u>exhibit proficiency</u> in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting.								I P A
	Each candidates exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample.								
	Candidates <u>demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners.</u>	I P							A
	Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment.								
	Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems.								
	Each candidate exhibits knowledge of hearing screening procedures.								
	Standard I Candidate Competencies	**COMD 404**	**COMD 548A**	**COMD 576**	**COMD 577**	**COMD 590**	**COMD 589A**	**NIR**	**Calipso Website**

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5	Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration.								
	Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders.								
	Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching.								
	Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations, including the use of interpreters/translators and the facilitation of second language/dialect acquisition.								
	Candidates use effective behavioral intervention strategies and effectively monitor the progress of students.					!			P A
	Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems.								
	Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.								

		COMD 404	COMD 548A	COMD 576	COMD 577	COMD 590	COMD 589A	NIR	Calipso Website
Standard I Candidate Competencies									
	Each candidate will complete the equivalent of a semester/quarter of field experience in the schools.						I P A		

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#	Description									
6	Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that <u>may range in age from birth to twenty-two.</u> Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).		I				! P		A	
7	Each candidate engages in <u>consultation and/or collaboration with teachers</u> and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and <u>IEP process.</u>				! A			P		
	Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.									
8	Prior to recommending each candidate for a services credential, one or more persons responsible for the program determines on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of knowledge and skills authorized by the credential.									
	During the program, candidates are guided and coached on their performance in relation to the knowledge and skills using formative processes. Verification of candidate performance is provided by a faculty representative of the university training program in consultation with the supervising master clinician.									

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