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.

Link to Commission Approved Speech Language Pathology Standards

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Standard	Speech Language Pathology Candidate Competencies	SLHS 6000	SLHS 6001A	SLHS 6001B	SLHS 6002A	SLHS 6002B	SLHS 6003	SLHS 6004	SLHS 6005	SLHS 6006	SLHS 6007	SLHS 6008	SLHS 6009	SLHS 6010	SLHS 6011	SLHS 6012	SLHS 6013	SPED 5000	SLHS 6993	SLHS 6944/6945	SLHS 6996	SLHS 6997	SLHS 6998	SLHS 6999
2	Candidates know the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.			I														P & P	P & P	A	A		A	

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2	Candidates demonstrate ethical standards, teaching, and 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					P	A	A		A	
3	Candidates understand and accept differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.			I			I				I									P & P	P & P		A & A	
3	Candidates are knowledgeable of and able to apply pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.		I	I			P															A	A	

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3	Candidates 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.		I	I						P	P	P		P		P				A			A	
4	Candidates communicate, collaborate, and consult 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, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP.	I	I										P	P		P		P	P	A			A	
4	Candidates are able to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs.		I	I										P		P							A	

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4	Candidates communicate 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.									I					P				A					
5	Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.	I	I	I						P		P		P							A		A	
5	Candidates demonstrate knowledge and skill needed to assess students from diverse backgrounds and varying language, communication, and cognitive abilities.		I				P			P	P			P							A		A	
5	Candidates use both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions, and ongoing program improvements.		I	I						P				P		P	P				A		A	

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5	Candidates demonstrate the knowledge of required statewide assessments and local, state, and federal accountability systems.		I															P					A	
6	Candidates acquire the ability to use computer-based technology to facilitate the teaching and learning process.	I								P					P		P						A	
6	Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting.	I													P		P				P		A & A	
6	Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.	I								P					P		P						A	

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7	Candidates are able to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan.																							
3	Candidates collaborate with personnel from other educational and community agencies to plan for successful transitions by students.			I																				
3	Candidates demonstrate the knowledge and ability to teach students appropriate self-determination and expression skills.		I	I						P				P		P				A			A	

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8	Candidates demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, 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 following all legal requirements of the IFSP/IEP/transition planning process.			I & I						P					P			P					A	
1	Candidates demonstrate understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms.						I	P	P				P				P			A			A	
3	Candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, hearing, and the production of swallowing.						I	P	P				P	P	P		P			A			A	

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3	Candidates demonstrate comprehension of the acoustics or physics of sound, physiological and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.														I		P & A							
2	Candidates demonstrate knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two.		I	I			P													A	A		A	
2	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.			I			P				P										A		A	
2	Candidates demonstrate comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction.			I			P				P									A	A		A	

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2	Candidates exhibit understanding of speech/language development across the range of disabilities.		I				I						P							A	A		A	
2	Candidates demonstrate knowledge of the 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.			I & I			P															A	A	
3	Candidates demonstrate understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing.			I			P	P	P				P	P	P						A		A	

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3	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.			I		I		P	P	P			P		P		P				A		A	
4	Candidates demonstrate competency in the collection of relevant information regarding individuals' past and present status and family and health history.			I				P	P	P				P							A		A	
4	Candidates exhibit proficiency 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 & I			I		P & P	P			P				P				A		A	

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4	Candidates exhibit 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.			I			I				P												A	
4	Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners.										I								P				A	
4	Candidates demonstrate accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment.		I	I				P	P & P				P	P							A		A	
4	Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems.									I & P & A														
4	Candidate exhibit knowledge of hearing screening procedures.	I													P					A	A		A	

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5	Candidates exhibit comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration.							I	P														A	
5	Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders.		I	I			I	P	P	P			P & P	P	P & P					A			A	
5	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.			I	I									P									A	
5	Candidates use 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.			I			P				P		P						A				A	

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5	Candidates use effective behavioral intervention strategies and effectively monitor the progress of students.		I							P						P				A			A	
5	Candidates demonstrate proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems.									I & P										P			A	
5	Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.														P & A									
7	Candidates are able to consult with teachers, other personnel, and families during the prevention, assessment, and IEP process.			I														P & P		A	A		A	

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7	Candidates 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.		I	I											P				P	A			A	