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# 2I

## Information

### *Professional Services Committee*

### **Discussion of California's Speech-Language Pathology Programs**

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**Executive Summary:** This agenda item provides information on California's Speech-Language Pathology programs. The requirement for accreditation by American Speech and Hearing Association (ASHA) is also discussed in the item.

**Recommended Action:** For information only

**Presenter:** Terri Fesperman, Consultant, Certification, Assignment and Waivers Division and Teri Clark, Administrator, Professional Services Division

**Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

September-October 2010



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# Discussion of California's Speech-Language Pathology Programs

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## Introduction

At the August 2010 Commission meeting an item on proposed changes in regulations related to Special Education and Other Related Services credentials was on the agenda for information, <http://www.ctc.ca.gov/commission/agendas/2010-08/2010-08-3A.pdf>. During the public comment related to this agenda item, a representative of the Association of California School Administrators (ACSA) asked a number of questions related to the regulations addressing Speech-Language Pathology (SLP) Services Credentials. Two additional speakers concurred with the request for additional information about this credential area.

One of the questions pertained to the need for programs preparing SLPs to be accredited by both the Commission and by the American Speech-Language-Hearing Association (ASHA). In the proposed regulations presented at the August 2010 Commission meeting, it was stated that programs needed this dual accreditation. However, after a more careful review of Education Code §44263.5 (provided in Appendix A), staff has revised the proposed regulations which are presented in a subsequent agenda item to be discussed at this meeting. At the crux of the issue is that the Education Code requires SLP master's degree programs to be accredited by ASHA. Preparation programs leading to a California service credential must be accredited by the Commission. The Commission's authority is limited to educator preparation programs that lead to a California credential only and it has no authority over the content or accreditation of the master's degree program. However, because the Education Code requires a candidate for the credential to possess a SLP master's degree from an ASHA-accredited institution, SLP programs preparing candidates for service in the public schools must, in effect, be accredited by the two separate entities.

This agenda item provides additional information about California's SLP programs.

## Background

Programs must be accredited by the Commission on Teacher Credentialing if an individual completing the program will be recommended for a California credential authorizing the individual to teach or provide a service in the public schools. National or professional accreditation for programs is optional. This agenda item provides information on a number of issues related to the questions asked at the August 2010 Commission meeting about SLP preparation in California. The information is organized into these four sections:

- Credentials where the individual must complete a degree accredited by a different entity
- SLP licensing in California
- Numbers of individuals earning SLP Services Credentials or waivers and the number of SLPs in the public schools
- Approved SLP Programs in California

### **Credentials where the Individual Must Complete a Degree Accredited by a Different Entity**

As previously mentioned, an individual who wishes to earn a SLP Services Credential from the Commission must hold a masters degree from an ASHA-accredited institution and complete a Commission-accredited SLP teacher preparation program. At the August 2010 Commission meeting, the question was asked if there are any credentials, beyond the SLP Services Credential, requiring accreditation of programs by an additional accrediting body. In reviewing the Commission's teaching and services credential, two additional credentials have been identified where the person must have completed a degree or program that is accredited by another entity – school nursing and audiology.

#### ***School Nurse***

An individual who wishes to earn a School Nurse Services Credential must hold a bachelor's degree from a regionally accredited institution and be a registered nurse (EC §44267). To be a registered nurse, an individual must have completed a program that is accredited by one of the nursing accreditation agencies such as the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/accreditation/>) which is an autonomous accrediting agency member of the American Association of Colleges of Nursing (<http://www.aacn.nche.edu/index.htm>).

#### ***Audiology***

An individual who wishes to earn a California Clinical or Rehabilitative Services Credential in Audiology must hold a master's degree or higher from a regionally accredited institution and a valid California license as an audiologist. To hold a license as an audiologist in California, an individual must have completed a program accredited by the American Speech-Language Hearing Association's Council on Academic Accreditation (CAA) in Audiology and Speech-Language Pathology.

For all three of these service credentials - SLP, school nursing and audiology – the individual has completed significant specialized training for the degree in the subject area. The degree from the accredited program, at the bachelor's level for nursing and the master's level for SLP and audiology, with a license will allow the individual to practice in California. Many individuals earn the degree and license and work in hospitals, clinics, offices, or private practice. But to provide the service in California's public schools with a Commission credential, and work with students, the individual must complete additional specialized training through a Commission-accredited educator preparation program.

### **Speech-Language Pathology Licensing in California**

A SLP is prepared for a wide variety of work settings according to the ASHA web page ([www.asha.org](http://www.asha.org)). An individual might work in early intervention, a neonatal intensive care unit, private practice, in a health care setting, in the schools, or through telepractice. An ASHA accredited degree program prepares the individual for all of these settings. While the ASHA standards focus on the full range of knowledge and skills that a speech-language pathologist must have, the Commission's focus concentrates on the services provided to school age children in the public school setting. An individual employed by and working only in California's public schools as an SLP does not need to hold an additional license beyond the Commission's SLP services credential.

The Commission's requirements for the Preliminary SLP Services Credential require that the candidate holds or is eligible for a master's degree in SLP from a program accredited by the ASHA's CAA, has met the Basic Skills Requirement (BSR), and has completed the Commission-approved SLP preparation program. The master's degree requirement has been in place since 1995. To earn the Clear Services Credential, the individual must hold the master's degree, have passed the SLP Praxis examination, and completed the 36 week, full-time mentored clinical experience.

CAA is recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDOE) as the national accrediting agency for audiology and SLP programs in the United States. CHEA and the USDOE are the two entities that approve accrediting entities for post-secondary education. Institutions that offer graduate degree programs in audiology and/or SLP may voluntarily seek accreditation by CAA. The web page on Specialized Accrediting Agencies states the scope of CAA's accreditation is as follows:

Scope of recognition: the accreditation and preaccreditation (Accreditation Candidate) throughout the United States of education programs in audiology and speech-language pathology leading to the first professional or clinical degree at the master's or doctoral level, and the accreditation of these programs offered via distance education. ([http://www2.ed.gov/admins/finaid/accred/accreditation\\_pg7.html#ed](http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html#ed))

CAA's accreditation status is identified in the *Healthcare* section of the USDOE's list of accrediting entities. In the same section are the American Dental Association, the American Optometric Association, American Council for Pharmacy Education and a large number of other health related accrediting agencies. The USDOE has not identified CAA as an entity eligible to review and accredit programs designed to prepare individuals to provide services in schools.

Due to the revision of standards and an organizational change in the way the CAA and ASHA work, a moratorium on the submission of applications for new programs was in place from March 2007 to November 2007. The following paragraph is from a letter to the deans and directors of all California universities offering programs in Communication Sciences and Disorders, the Commission, the California Speech and Hearing Association, and the California Speech Language Pathology and Audiology Licensing Board, dated December 19, 2008:

The CAA made revisions to its candidacy policy and review procedures as part of its own assessment activities in 2006-2007. Changes were identified to be critical to implement as soon as possible to better ensure quality in newly developed programs and also to protect potential students in these programs. In addition, the CAA also had approved new Standards for Accreditation with an effective date of January 1, 2008. In consideration of these factors, the CAA voted in March 2007 to establish a moratorium for a *limited* period of time on the receipt of new applications for candidacy. This temporary hold on receipt of *applications* was instituted in order to allow sufficient time to develop and publish modified candidacy procedures, application materials, and accompanying resources to reflect its revised candidacy (pre-accreditation) model for developing programs, as

well as to support the implementation of the revised 2008 Standards for Accreditation.

The two newest California SLP master’s degree programs, Chapman University and CSU San Marcos, were impacted by the ASHA moratorium. The ASHA moratorium ended in November 2007 and both of the programs are now candidates for ASHA accreditation. One program is now approved by the Commission and the other program is in the Initial Program Review process at this time.

As mentioned earlier in this item, SLPs may work in a variety of settings outside the schools. In California, individuals who wish to SLP (or audiology) outside the schools must be licensed by the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board (SLPAHAB), <http://www.slpab.ca.gov/applicants/licensing.shtml>. This is a reconfigured board in that the Speech-Language Pathology and Audiology Board merged with the Hearing Aid Dispensers Bureau, effective January 1, 2010. This new board is now the state’s licensing board for SLPs within the Department of Consumer Affairs. The SLPAHAB license is also a two tiered license. A temporary license, entitled the Required Professional Experience License (RPE), may be issued by the board to allow the individual to complete the 9 month supervised experience and pass the SLP Praxis examination.

Table 1 provides a summary of the requirements for both the Commission’s SLP Services Credential and the SLPAHAB license. An individual working only in the public schools may serve on the Commission’s license while an individual working in a hospital, clinic or other setting must hold the state license.

**Table 1: Requirements for a Commission Credential or SLPAHAB License**

	Commission Services Credential		SLPAHAB License	
	Preliminary	Clear	RPE	License
Pass a Background Check	Yes	Yes	Yes	Yes
Satisfy the Basic Skills Requirement	Yes	Yes	No	No
Hold a Master’s Degree in SLP from an ASHA Accredited Institution	Yes	Yes	Yes	Yes
Experience with K-12 students and in the public schools	Yes	Yes	No	No
Complete a Commission Accredited SLP Program	Yes	Yes	No	No
Pass the SLP Praxis Examination	No	Yes	No	Yes
Complete a 36 week, full-time mentored clinical experience	No	Yes	No	Yes

**Numbers of Individuals Earning Speech-Language Pathology Services Credentials or Waivers and the Numbers of SLPs in the Public Schools**

At the December 2009 Commission meeting, staff presented an agenda item on the numbers of services credentials earned over the past five years, *Report of Services Credentials Issued in California, 2003-2004 to 2007-2008* (<http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3G.pdf>). The following tables are taken from that report, but 2008-09 information has been added to the tables. It needs to be noted that for 2003-04 to 2005-06 years it is not possible to discriminate between SLP and other Clinical Rehabilitative services (Audiology and Orientation and Mobility). Beginning in 2006-07, Table 2a shows that the number of individuals with SLP credentials has increased over the past three years.

**Table 2a: Speech-Language Pathology Services Credentials Issued, 2003-04 to 2008-09**

	2003-04*	2004-05*	2005-06*	2006-07	2007-08	2008-09	3-year change
Credentials Issued	340	286	324	360	354	446	24 %

*\*2003-04 to 2005-06 presents Clinical or Rehabilitative and SLP Services data together*

When a district cannot find a credentialed individual for a position, the district may request a Variable Term Waiver from the Commission. Therefore, waivers are one indication of the supply or shortage in any specific credential area. Table 2b shows that the numbers of waivers issued for SLP services credentials rose for five of the six years and from 2007-08 to 2008-09 dropped dramatically.

**Table 2b: Waivers Issued in Clinical or Rehabilitative Services, 2003-04 to 2008-09**

	2003-04*	2004-05*	2005-06*	2006-07	2007-08	2008-09	3-year change
Waivers	373	389	417	468	484	194	-58 %

*\*2003-04 to 2005-06 presents Clinical or Rehabilitative and SLP Services data together*

There are two factors that may have contributed to this significant reduction in the number of waivers issued for the SLP services credential. In 2006 a statute change clarified that the waiver was not an acceptable option if the school was getting Medi-Cal funds. The second factor is that in 2009 BSR was removed from the requirements for the Local Assignment Option. There were individuals who held a waiver because of the BSR requirement. Now these individuals can provide SLP services on Local Assignment Option and not apply for a waiver.

A Local Assignment Option is based in California’s Education Code 44831 which allows a school board to allow an individual to be assigned in a position even if the individual does not meet all the requirements in statute or regulations to earn the appropriate credential or authorization. One-quarter of the school districts within each county are annually reviewed by the county superintendents as required by statute. At the end of a four-year cycle, the certificated staff assignments for all districts in California will have been monitored. The Education Code requires the Commission to submit a report to the Legislature concerning assignments and misassignments based on the reports of the county superintendents. The most recent four-year cycle (2003-2007) Assignment Monitoring report was presented to the Commission at the August 2008 meeting.

(<http://www.ctc.ca.gov/commission/agendas/2008-08/2008-08-4B.pdf>). The report included information on teacher assignments only.

In the area of SLP, an individual may serve in a Limited Assignment Option if that individual holds the California license issued by the SLPAHAB, has passed a criminal background check to provide services in the local school district, and the local school board has taken appropriate action approving the assignment. The individual assigned on the basis of this Local Assignment Option would not have completed the Commission’s approved SLP program which is where the information on providing services to children who are students and working in schools is addressed. The numbers of individuals identified as misassigned or assigned under the Local Assignment Option are provided in the tables below. Annually the Commission monitors one fourth of all districts and this information is presented in Table 2c.

**Table 2c: One-Fourth Assignment Monitoring Data for Speech Therapists, 2003-2009**

Report Year	Misassignments	Local Assignment Option
2003-04	6	3
2004-05	14	3
2005-06	38	4
2006-07	10	9
2007-08	3	3
2008-09	16	8

A requirement from the *Williams* settlement requires the Commission to monitor all schools in Deciles 1-3 of the Academic Performance Index (API) on an annual basis. Provided in Table 3b is the information on misassignments and local assignment options for all schools in the first three deciles from 2005-2009. At the August 2010 meeting, a report on the two-year cycle from 2007-2009 of monitoring the Deciles 1, 2 and 3 schools was presented. (<http://www.ctc.ca.gov/commission/agendas/2010-08/2010-08-3B.pdf>). The report included information only on teacher assignments

**Table 2d: Annual Monitoring for Schools Ranked in Deciles 1-3, 2005-2009**

Report Year	Misassignments	Local Assignment Option
2005-06	14	2
2006-07	6	1
2007-08	4	0
2008-09	11	0

There has been a slight increase in both misassignments and local assignment options between 2007-08 and 2008-09 but the slight increase does not account for the large decrease in waivers between these two years.

Table 2e presents data from the California Department of Education. Over the most recent three years there has been an increase of almost 3 percent in the number of individuals providing

speech, hearing, and language services in California's public schools. Data from the California Basic Educational Data System does not disaggregate information into the specializations within the Clinical or Rehabilitative Services credential areas: audiology, SLP, and orientation and mobility.

**Table 2e: Speech/Hearing/Language Specialists in the Public Schools, 2003-04 to 2008-09**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	3-year change (%)
<b>Totals</b>	<b>4,845</b>	<b>4,866</b>	<b>4,866</b>	<b>5,074</b>	<b>5,261</b>	<b>5,211</b>	<b>3 %</b>

<http://www.ed-data.k12.ca.us>

### Approved Speech-Language Pathology Programs

There are sixteen SLP master's degree programs accredited by the CAA in Audiology and SLP in California. Currently there are fifteen Commission approved SLP preparation programs with one program in the Initial Program Review process. When the prospective program completes the Initial Program Review process, it will be recommended to the Committee on Accreditation (COA) for initial accreditation by the Commission.

**Table 3a: Speech-Language Pathology Programs**

	Date Original Program Approved by CTC	CAA	
		Status	Next Review
California State University Chico	May 1985	Accredited	2010
California State University East Bay	Sept. 1984	Accredited	2011
California State University Fresno	May 1986	Accredited	2015
California State University Fullerton	Aug. 1983	Accredited	2010
California State University Long Beach	Jun. 1980	Accredited	2010
California State University Los Angeles	Jan. 1992	Accredited	2015
California State University Northridge	May 1984	Accredited	2012
California State University Sacramento	Apr. 1985	Accredited	2010
California State University San Marcos	Oct. 2007	Candidate	In progress
San Diego State University	May 1984	Accredited	2012
San Francisco State University	Jan. 1987	Accredited	2016
San Jose State University	Jan. 1987	Accredited	2017
Chapman University	Initial Program Review	Candidate	In progress
Loma Linda University	April 1996	Accredited	2011
University of the Pacific	Sept, 1983	Accredited	2010
University of Redlands	Sept. 1996	Accredited	2009

Staff contacted all sixteen SLP programs and requested both enrollment and completer numbers beginning with the 2007-08 year and continuing with estimates through the 2010-11 year. In addition, the programs were asked to provide an estimate of the percentage of their completers who plan to work in the schools. The information that was received is provided below in Tables 3b-Enrollment and 3c-Completers.

**Table 3b: Enrollment in SLP Programs**

<b>Enrollment</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>% plan to work in schools</b>
California State University Chico	17	18	16	20	40%
California State University East Bay					
California State University Fresno	72	78	78	76	50%
California State University Fullerton	28	28	28	28	90%
California State University Long Beach	53	49	76	66	90%
California State University Los Angeles	-	36	36	38	80%
California State University Northridge					
California State University Sacramento	30	28	29	30	75
California State University San Marcos	-	-	-	26	-
San Diego State University					
San Francisco State University					
San Jose State University	35-40	35-40	35-40	35-40	75%
<i>Chapman University</i>	-	-	28	30	80%
Loma Linda University	34	34	34	34	75%
University of the Pacific	27	28	28	48	90%
University of Redlands	23	22	23	24	80%

*Italics-In the approval process for CTC Accreditation*

**Table 3c: Number of SLP Program Completers**

<b>Program Completers</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>Expected 2010-11</b>
California State University Chico	17	17	16	20
California State University East Bay				
California State University Fresno	14	27	36	35
California State University Fullerton	30	27	28	
California State University Long Beach	26	24	54	50
California State University Los Angeles		19	20	19
California State University Northridge				
California State University Sacramento	28	29	29	30
California State University San Marcos	-	-	-	-
San Diego State University				
San Francisco State University				
San Jose State University	38	41	42	
<i>Chapman University</i>	-	-	-	28
Loma Linda University	17	16	17	16
University of the Pacific	27	28	28	27
University of Redlands	23	22	23	24

*Italics-In the approval process for CTC Accreditation*

If an institution elects to propose a new SLP program for the services credential the sponsor would submit to the Commission its response to the Commission's adopted SLP program standards and to CAA the prospective master's degree program would respond to the ASHA standards. The Commission approval is for the services preparation program and the CAA accreditation is for the master's degree.

### **Commission's SLP Program Standards**

The program standards for the SLP programs were recently reviewed and updated along with all other Education Specialist and Other Related Services program standards. The revised standards were adopted in January 2009, <http://www.ctc.ca.gov/commission/agendas/2009-01/2009-01-3C.pdf>. The SLP Program Standards are provided in Appendix B. There are eight program design standards which all Education Specialist and Other Related Services Preliminary Programs must address. In addition there are eight SLP specific standards which address using the SLP skills in the schools with individuals from birth to age 22.

One of the COA's responsibilities is to review and evaluate standards from professional and national organizations for comparability to the Commission's adopted program standards [EC § 44373(c)(3)]. If the standards are found by the COA to be comparable to the Commission's adopted standards, then an entity that is accredited by the professional or national organization may submit the documentation addressing the professional or national standards for California's accreditation activities. If there are components of California's standards that are not adequately addressed by the national or professional organization's standards, the COA may develop an alignment matrix that indicates which of the California standards must be addressed in addition to the national or professional organization's standards. If an alignment matrix is adopted by the COA, a program that is accredited by the organization will be able to address the national or professional organization's standards and provide a California addendum. At this time the COA has adopted alignment matrices for three profession organizations: National Council for the Accreditation of Teacher Education, National Association of School Psychologists, and the Council for Accreditation of Counseling and Related Educational Programs.

In January 2010, the COA began discussing an alignment matrix (Appendix C) which presents the Commission's recently adopted SLP standards alongside the adopted ASHA standards (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2010-01/2010-01-item-10.pdf>). The matrix has been out for stakeholder feedback during the month of September 2010. At the October 2010 COA meeting, a revised proposed alignment matrix will return to the COA for consideration and possible adoption. If the COA adopts an alignment matrix for the Commission's SLP-ASHA standards, then a program accredited by ASHA would be able to submit its ASHA accreditation document and provide the additional information identified in the alignment matrix to meet the identified Commission standards.

### **Conclusion**

This agenda item has provided information related to SLP preparation and the complexities of licensing/credentialing SLPs in California. An individual who wishes to earn a SLP Services Credential from the Commission must hold a master's degree from a CAA ASHA-accredited institution and complete a Commission-accredited SLP program.

## Appendix A

SECTION 1. Section 44265.3 is added to the Education Code, to read:

44265.3. (a) Commencing January 1, 2007, the Commission on Teacher Credentialing shall issue the following credentials:

(1) A preliminary credential in speech-language pathology, to an individual who has been recommended by a commission-accredited program sponsor and who holds or has been recommended for a master's degree in speech-language pathology from a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation. The preliminary credential shall be valid for a period of two years.

(2) A professional clear credential in speech-language pathology to an individual who satisfies all of the following criteria:

(A) The individual holds a master's degree in speech-language pathology from a program accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation, or an equivalent degree or academic program, as determined by the American Speech-Language-Hearing Association.

(B) The individual has achieved a passing score, as determined by the American Speech-Language-Hearing Association's certification requirements on the Educational Testing Service's national teachers' Praxis series written test in speech-language pathology or a successor exam.

(C) The individual has completed a mentored practical experience period, in the form of a 36-week, full-time mentored clinical experience, or an equivalent supervised practicum, as deemed by the commission.

(D) The individual satisfies other typical commission credentialing processing requirements, including, but not limited to, forms, fees, and fingerprint clearances.

(b) It is the intent of the Legislature in enacting this section to align the state credentialing requirements for personnel standards for California speech-language pathologists with standards for

Medi-Cal local educational agency reimbursement, in order to ensure continued funding for the Local Education Agency (LEA) Medi-Cal Billing Option Program.

(c) A credential issued by the Commission on Teacher Credentialing on or before January 1, 2007, authorizing speech, language, and hearing services, shall continue to be valid, subject to commission renewal requirements.

(d) Upon renewal of a credential initially issued on or before January 1, 2007, the credential holder shall have the option of renewing the credential under the standards applicable prior to January 1, 2007, or to update the credential to satisfy the requirements of subdivision (a). At any time after January 1, 2007, the credential holder may update his or her credential, upon submission of an application and fee, and verification of requirements met in accordance with subdivision (a).

(e) To the extent allowable, as determined by the federal government, services provided by an individual with a credential for speech-language pathology, as specified in this section, shall be billable through the LEA Medi-Cal Billing Option Program.

SEC. 2. Section 14132.06 of the Welfare and Institutions Code is amended to read:

14132.06. (a) Services specified in this section that are provided by a local educational agency are covered Medi-Cal benefits, to the extent federal financial participation is available, and subject to utilization controls and standards adopted by the department, and consistent with Medi-Cal requirements for physician prescription, order, and supervision.

(b) Any provider enrolled on or after January 1, 1993, to provide services pursuant to this section may bill for those services provided on or after January 1, 1993.

(c) Nothing in this section shall be interpreted to expand the current category of professional health care practitioners permitted to directly bill the Medi-Cal program.

(d) Nothing in this section is intended to increase the scope of practice of any health professional providing services under this section or Medi-Cal requirements for physician prescription, order,

and supervision.

(e) (1) For the purposes of this section, the local educational agency, as a condition of enrollment to provide services under this section, shall be considered the provider of services. A local educational agency provider, as a condition of enrollment to provide services under this section, shall enter into, and maintain, a contract with the department in accordance with guidelines contained in regulations adopted by the director and published in Title 22 of the California Code of Regulations.

(2) Notwithstanding paragraph (1), a local educational agency providing services pursuant to this section shall utilize current safety net and traditional health care providers, when those providers are accessible to specific school sites identified by the local educational agency to participate in this program, rather than adding duplicate capacity.

(f) For the purposes of this section, covered services may include all of the following local educational agency services:

(1) Health and mental health evaluations and health and mental health education.

(2) Medical transportation.

(3) Nursing services.

(4) Occupational therapy.

(5) Physical therapy.

(6) Physician services.

(7) Mental health and counseling services.

(8) School health aide services.

(9) Speech pathology services. These services may be provided by either of the following:

(A) A licensed speech pathologist.

(B) A credentialed speech-language pathologist, to the extent authorized by Chapter 5.3 (commencing with Section 2530) of Division 2 of the Business and Professions Code.

(10) Audiology services.

(11) Targeted case management services for children with an individualized education plan (IEP) or an individualized family service plan (IFSP).

(g) Local educational agencies may, but need not, provide any or all of the services specified in subdivision (f).

(h) For the purposes of this section, "local educational agency" means the governing body of any school district or community college district, the county office of education, a state special school, a California State University campus, or a University of California campus.

(i) Any local educational agency provider enrolled to provide service pursuant to this section on January 1, 1995, may bill for targeted case management services for children with an individualized education plan (IEP) or an individualized family service plan (IFSP), provided on or after January 1, 1995.

(j) Notwithstanding any other provision of law, a community college district, a California State University campus, or a University of California campus, consistent with the requirements of this section, may bill for services provided to any student, regardless of age, who is a Medi-Cal recipient.

SEC. 3. Section 44265.3 of the Education Code, as added by Section 1 of this act, shall become operative on the date that the Attorney General issues an opinion holding that the new certifications by the Commission on Teacher Credentialing for the professional clear credential provided for under paragraph (2) of subdivision (a) of that section are equivalent for purposes of federal law provided in paragraph (2) of subdivision (c) of Section 440.110 of Title 42 of the Code of Federal Regulations.

SEC. 4. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to ensure that school districts continue to receive federal funding under the Medi-Cal program for speech therapy services provided to students, commencing July 1, 2006, it is necessary that this act take effect immediately.

## **Appendix B**

### **Commission-adopted Program Standards**

#### **Program Design Standards for Preliminary Education Specialist Teaching Credentials and Other Related Services Credentials**

##### **Program Standard 1: Program Design, Rationale and Coordination**

Each program of professional preparation is coordinated effectively in accordance with a cohesive design and sound evidence-based practices relevant to the contemporary conditions of schools. The design must reflect the full range of service delivery options, including general education, and the knowledge and skills to meet the needs of students in the specific areas authorized by the credential. The program has an organizational structure that forms a logical sequence between the instructional components and field work, and that provides for coordination of the components of the program. The program describes a plan that allows for multiple points of entry.

##### **Program Standard 2: Professional, Legal and Ethical Practices**

Each program must provide instruction in 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. 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 promoting safe educational environments. 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.

##### **Program Standard 3: Educating Diverse Learners**

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures 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.

**Program Standard 4: Effective Communication and Collaborative Partnerships**

The program provides instruction in communicating, collaborating and consulting 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. 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 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.

**Program Standard 5: Assessment of Students**

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 progress monitoring and in decision making regarding eligibility and services. The program provides candidates with the knowledge and skill to assess students from diverse backgrounds and varying language, communication, and cognitive abilities. The program provides opportunities for using both formal and informal assessments to evaluate students' needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements. The program provides the opportunities for each candidate to demonstrate the knowledge of required statewide assessments and local, state and federal accountability systems.

**Program Standard 6: Using Educational and Assistive Technology**

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. 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.

**Program Standard 7: Transition and Transitional Planning**

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

**Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning**

The program provides candidates opportunities to 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.

### **Speech-Language Pathology Services Credential (SLP)**

#### **SLP Standard 1: Speech, Language, Hearing, and Swallowing Mechanisms**

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, and 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.

#### **SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition**

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 candidate demonstrates 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.

#### **SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders**

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.

#### **SLP Standard 4: Assessment of Speech and Language Disorders**

Each candidate demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. 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. Each candidate 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 demonstrate proficiency in the effective use of

interpreters/translators in the assessment of English language learners. 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.

#### **SLP Standard 5: Management of Speech and Language Disorders**

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. 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.

#### **SLP Standard 6: School Field Experience**

Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. 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).

#### **SLP Standard 7: Consultation and Collaboration**

Each candidate engages in consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. 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.

#### **SLP Program Standard 8: Assessment of Candidate Performance**

Prior to recommending each candidate for a services credential, one or more persons responsible for the program determine 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.

## Appendix C Draft Alignment Matrix

### Summary of the Concepts in California’s Adopted SLP Program Standards that Were Not Identified in the Draft Matrix as Adequately Addressed in the ASHA Standards

California Standard	Language of the California Standard NOT Addressed by ASHA Standards and KASAs
<b>Program Standards</b>	
1: Program Design, Rationale and Coordination	Evidence based practice and knowledge base relevant to the schools. No mention of service delivery options, general education of the knowledge and skills to meet the needs of students. Multiple points of entry There is no mention of schools/ students/children. Logical sequence between the instructional components and field work.
2: Professional, Legal and Ethical Practices	Nothing in KASAs related to special education law, legal requirements for assessment, IFSP, IEP, instruction of STUDENTS with disabilities. No mention of safe educational environments.
3: Educating Diverse Learners	No knowledge of education based pedagogical theories, development of academic language. The KASAs do not address .....strategies necessary in <b>teaching</b> and engaging students with disabilities. No mention of gender identification
4: Effective Communication and Collaborative Partnerships	(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, Section 504, IEP/IFSP/ITP. The program informs candidates of the importance of 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.
5: Assessment of Students	No mention of credential authorization, progress monitoring <b>in the schools</b> , regarding eligibility and services. Assess <b>students</b> Assessments not for the purpose of making accommodations, modifications, instructional decision and ongoing program improvements. No knowledge of statewide assessment, local, state and federal accountability systems.
6: Using Educational and Assistive Technology	“in the instructional setting” “to facilitate curriculum access”
7: Transition and	No statement related to transition or transition planning.

<b>California Standard</b>	<b>Language of the California Standard NOT Addressed by ASHA Standards and KASAs</b>
Transitional Planning	
8: Participating in ISFP/IEPs and Post-Secondary Transition Planning	No mention of IFSP/IEPs or Transition Planning
<b>Speech Language Pathology Standard</b>	
1: Speech, Language, Hearing, and Swallowing Mechanisms	Fully addressed in ASHA Standards
2: Child Development and Speech, Language, and Hearing Acquisition	Development of literacy, understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.
3: Speech, Language, Hearing, and Swallowing Disorders	Fully addressed in ASHA Standards
4: Assessment of Speech and Language Disorders	Candidates exhibit proficiency in a school setting..... Each candidate exhibits in a school setting .... Candidates demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners.
5: Management of Speech and Language Disorders	No mention of the schools No behavior intervention strategies related to schools
6: School Field Experience	No school field experience required in ASHA Standards
7: Consultation and Collaboration	Not addressed in KASAs –
8: Assessment of Candidate Performance	No mention of schools, students/children No mention of the selection process for the supervising master clinician – check to make sure the university supervisor has the credential if supervising – and if they participate in the schools