



Other Related Services and Program Planning Prompts

Commission on Teacher Credentialing

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The California Commission on Teacher Credentialing awards credentials and certificates on the basis of completion of programs that meet Standards for Educator Preparation and Educator Competence.

For each type of professional credential in education, the Commission has developed and adopted standards which are based upon recent research and the expert advice of many professional educators. Each standard specifies a level of quality and effectiveness that the Commission requires from programs offering academic and professional preparation in education. There are different types of program standards.

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Program Standards

Program standards address aspects of program quality and effectiveness that apply to each type of educator preparation program offered by a program sponsor. Program standards contain statements describing the nature and purpose of each standard and language that details the requirements that all approved programs must meet. Program sponsors must meet all applicable program standards before the program application may be approved by the Commission.

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Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Institutions are required to submit information related to the Preconditions to the Commission at three points in the accreditation system: 1) during year one of the accreditation cycle, 2) during year four of the accreditation cycle and 2) upon submitting a new program proposal.

There are essentially two kinds of preconditions. The first are the Commission's ten General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions apply to particular kinds of credential preparation programs. There are four Program Specific Preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Click to the following link to locate the preconditions. <https://www.ctc.ca.gov/educator-prep/stds-preconditions>

Intern programs also include Program Specific Preconditions 1-4, and 5-12.

Common Standards

The Common Standards address issues of institutional infrastructure, stability, and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit, consequently only one Common Standards document will be submitted to the CTC

for each approved institution/program sponsor regardless of how many approved programs are offered. Click on the following link to locate the Common Standards

<http://www.ctc.ca.gov/educator-prep/STDS-common.html>.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs. Click on the following link to locate the Common Standards Addendum <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.

Other Related Services Credentials Clinical Rehabilitation Services Credentials

All Clinical Rehabilitative Services Programs must also address Program Design Standards 1-8 in addition to the appropriate standards below.

Audiology (AUD)

AUD Standard 1: Bases of Hearing Impairment

Each candidate demonstrates understanding of the bases and consequences of hearing impairment.

AUD Standard 2: Speech, Language, and Hearing Mechanism

Each candidate demonstrates understanding of the underlying mechanisms of speech, language, and hearing.

AUD Standard 3: Speech, Language, and Hearing Acquisition

Each candidate exhibits knowledge of the development and acquisition of speech, language, and hearing skills, including language difference/dialectical variation and second language acquisition.

AUD Standard 4: Evaluation of Hearing Impairments

Each candidate demonstrates the knowledge and skills necessary to evaluate hearing impairment.

AUD Standard 5: Habilitation of Hearing Impairments

Each candidate demonstrates the knowledge and skills necessary to habilitate/rehabilitate individuals with hearing impairments.

AUD Standard 6: Perspectives for the Education of Deaf and Hard-of-Hearing Students

Each candidate demonstrates knowledge of the historical and legal foundations of the education of deaf and hard-of-hearing students. In addition, each candidate exhibits understanding of the educational philosophies related to communication, including but not limited to, oral communication and sign language.

AUD Standard 7: Field Experience

Each candidate acquires experience with a variety of populations, pathologies, assessment and treatment techniques.

Orientation & Mobility for the Blind and Visually Impaired (O&M)

O&M Standard 1: Professional Information

Each candidate demonstrates knowledge of basic laws and regulations that affect O&M services, resources for learners to obtain services, support, and/or information related to visual impairment, professional resources pertinent to the O&M profession, and the major historical events and persons responsible for the establishment of the O&M profession as it exists today.

O&M Standard 2: Knowledge of Relevant Medical Information

Each candidate demonstrates knowledge of the anatomy and physiology of the visual system, including common eye conditions/etiologies of learners and their implications on visual functioning and has experience interpreting eye reports. Each candidate demonstrates knowledge of the basic anatomy and physiology of the auditory system and is familiar with the components of audiological reports. Each candidate demonstrates knowledge of basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures) during O&M lessons.

O&M Standard 3: Understanding and Applying Learning Theories to Orientation and Mobility

Each candidate demonstrates knowledge of basic principles of learning theories and their implications for Orientation & Mobility instruction.

O&M Standard 4: Planning and Conducting O&M Assessments

Each candidate demonstrates knowledge of the assessment policies, procedures and tools for O&M assessment for learners who have visual impairments including those who have additional disabilities, that includes obtaining and interpreting medical, education, and rehabilitation reports; developing an assessment plan; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings. Each candidate demonstrates knowledge of the roles of related professionals (e.g., Occupational Therapy, Physical Technical, low vision specialists, rehabilitation specialists, optometrists, teachers, and ophthalmologists) who provide relevant O&M assessment information.

O&M Standard 5: Planning O&M Programs

Each candidate demonstrates knowledge of service delivery models for O&M programs such as itinerant, center-based, and residential. Each candidate demonstrates knowledge of the components of and process for developing early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)].

O&M Standard 6: O&M Related Concepts

Each candidate demonstrates knowledge of the relationship of O&M-related concepts to purposeful movement, the impact of visual impairment on the development of concepts, and how learners develop concepts.

O&M Standard 7: Orientation Strategies and Skills

Each candidate demonstrates knowledge of orientation skills through the use of environmental features. Each candidate demonstrates knowledge of spatial organizational skills using cognitive mapping and spatial updating. Each candidate demonstrates knowledge of route planning using various approaches such as route shapes, mapping skills, and use of cardinal directions. Each candidate demonstrates knowledge of problem solving strategies related to establishing and maintaining orientation while traveling. Each candidate demonstrates knowledge of techniques using various frames of reference that can be used to familiarize learners to novel environments. Each candidate demonstrates knowledge of the strategies for orienting a dog guide handler to a new environment.

O&M Standard 8: Mobility Skills

Each candidate demonstrates knowledge of the mechanics of locomotion that affect efficient mobility (e.g., integration of reflexes, muscle tone, coordination, balance, gait patterns, posture). Each candidate demonstrates knowledge of the advantages and disadvantages of mobility devices and/or mobility systems including but not limited to human guide, long cane, dog guide, electronic devices, functional vision, and Adaptive Mobility Device. Each candidate demonstrates knowledge of basic O&M skills, including protective and human guide techniques, as well as O&M cane skills; and the rationale for teaching these skills. Each candidate demonstrates knowledge of the environmental sequence and selection for teaching orientation and mobility skills, including indoor travel, residential, business and urban travel. Each candidate demonstrates knowledge of special travel environments and orientation and mobility skills unique to their circumstance, including adverse weather conditions, rural areas, airports, malls, stores, and gas stations.

O&M Standard 9: Use of Sensory Information

Each candidate demonstrates knowledge of the principles of vision development as they apply to visual efficiency training. Each candidate demonstrates knowledge of the use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems). Each candidate demonstrates knowledge of the uses of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness) and strategies for enhancing learners' sensory skills.

O&M Standard 10: Learners Who Have Additional Disabilities

Each candidate demonstrates knowledge of the implications of additional disabilities upon O&M instruction (e.g., physical and health impairments, cognitive disabilities, hearing impairments, traumatic brain injury), and potential accommodations and modifications that might be effective. Each candidate demonstrates knowledge of the value of active collaboration and working as member of a team in meeting the needs of learners who have additional disabilities.

O&M Standard 11: Analyze and Modify Environments

Each candidate demonstrates knowledge of pertinent aspects of ADA (Americans with Disabilities Act), white cane laws, IDEA (Individuals with Disabilities Education Act), Section 504 of the Voc-Rehab Act that apply to access in home, school, work, and community environments.

O&M Standard 12: Psycho-Social Implications of Blindness and Visual Impairments

Each candidate demonstrates knowledge of factors to be considered to minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers. Each candidate demonstrates knowledge of strategies to assist learners during the process of adjustment to visual impairment.

O&M Standard 13: Supervised Fieldwork

In conjunction with the university program, successful completion of 350 hours of discipline specific, supervised practice that includes, but is not limited to, direct service hours, and related phone calls, meetings, observations, and report writing. The practice must be supervised by an onsite Certified Orientation Mobility Specialist.

Speech-Language Pathology Services Credential (SLP)

All Speech-Language Pathology Services Programs must also address Program Design Standards 1-8 found on pages 14-17.

ASHA Accredited programs may use the ASHA developed program document and submit the additional Commission required information. Please consult the National Accreditation web page: <http://www.ctc.ca.gov/educator-prep/accred-alignment.html> for more information on using national standards during California's accreditation activities.

For the CTC-ASHA Standards Alignment Matrix please access this web page: <http://www.ctc.ca.gov/educator-prep/accred-files/CTC-ASHA-Alignment-Matrix.doc> .

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.

Standards for the Clinical Rehabilitative Services Credential

Special Class Authorization

Standard 1

Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

Rationale

Before assuming daily teaching responsibilities, candidates develop knowledge and skills related to determining students' needs and accountability for the effectiveness of instruction within general education settings. It is important that all professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with non-special education pupils" (Education Code Section 44265).

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments.
- Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs.
- Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education.
- Each candidate demonstrates the ability to use assessment strategies that promote equitable learning opportunities, including effective approaches for assessing individuals who are culturally, linguistically, ethnically, socio-economically, and ability diverse.
- Each candidate demonstrates skill in the interpretation and communication of information related to assessment, curriculum and instruction to various audiences, such as students, parents, school board members, and educational and related service personnel.
- Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction.

- Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 2

Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

Rationale

It is important that all special education professional preparation programs for teaching specialties "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with non-special education pupils" (Education Code Section 44265). Learning to solve problems and think critically gives students access to a greater depth of knowledge beyond the basic skills important to a general education setting.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills.
- Each candidate demonstrates the ability to develop clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other and related to subjects commonly taught in public schools.
- Each candidate plans a unit of instruction appropriate for general education with clearly-stated goals, consisting of a series of lessons in which at least one concept, skill or topic is taught and sequenced effectively.
- Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting.

- Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
- Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds.
- Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students.
- The program has other qualities related to this standard that are brought to the reviewers' attention by the institution.

Standard 3

General Education Field Experiences

Each candidate has a variety of supervised field experiences in general education that relate to the candidate's professional goals and intended credential authorization, and that provide multiple opportunities to interrelate theories and practices in general education settings.

Rationale

Individualized field experience in a variety of schools and classrooms enable candidates to understand and apply the principles and practices presented in their courses. Education Code Section 44265 requires all professional preparation programs for teaching specialties to "ensure that teachers have sufficient knowledge of subject matter that is the core of the California public school curriculum and experience with non-special education pupils".

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate's supervised field experiences include a planned sequence of activities that provide opportunities for candidates to observe, apply and evaluate educational theories and pedagogical principles taught in coursework.
- Each candidate observes general education teachers, has a variety of field experiences with different teaching arrangements in schools and related service settings, such as individual, small group, and/or large group instruction, and receives prompt feedback and guided practice from supervisors.
- Each candidate's field placements include a variety of experiences related to the age range authorized by the credential, such as preschools, elementary, middle, and secondary schools, and/or adult settings.

- Each candidate uses a variety of pedagogical approaches to teaching academic basic skills in public schools.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4
Assessment of Academic Abilities

Each candidate demonstrates competence in the assessment of the academic skills of students with severe disorders of language. These academic skills include but are not limited to literacy, written language arts, and quantitative concepts.

Rationale

An essential aspect of effective classroom instruction is the assessment of children's academic skills. Each candidate must be able to effectively evaluate the students' performance and progress in reading, written language arts, and quantitative reasoning.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of current principles, procedures, techniques, and instruments used in assessing reading and written language skills. Assessment techniques should include assessments that are appropriate for bilingual and multicultural children and formal and informal methods.
- Each candidate exhibits understanding of current principles, procedures, techniques, and instruments used in the assessment of quantitative reasoning.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5
Academic Instruction

Each candidate demonstrates competency in the academic instruction of students with severe disorders of language. Academic instruction includes but is not limited to teaching literacy, written language arts, and quantitative concepts.

Rationale

Each candidate must become proficient in effective methods of academic instruction to effectively teach students academic skills. Of particular importance are techniques in teaching

reading and written language arts, as students with oral language difficulties are at high risk for developing problems in these areas.

Factors to Consider

The following factors serve as a guide for initial program design and ongoing program evaluation.

- Each candidate demonstrates knowledge of current theories, principles, and techniques in teaching literacy. Reading techniques must include a broad range of approaches and curriculum modifications for severe language handicapped children.
- Each candidate exhibits comprehension of current theories, principles, and techniques for teaching written language arts. Language arts techniques must include methods for teaching severe language handicapped students writing and spelling skills.
- Each candidate demonstrates understanding of current theories, principles, and techniques for teaching quantitative concepts.
- This program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Program Planning Prompts Other Related Services Credentials

Audiology (AUD)

AUD Standard 1: Bases of Hearing Impairment

- How does the program ensure that candidates demonstrate knowledge of the etiology, site of lesion, pathology, genetics, natural history and progression of a wide variety of auditory disorders?
- How does the program ensure that candidates demonstrate knowledge of the effects of various types and degrees of auditory disorders on learning, speech and language development, ongoing and developing communication processes, and psycho-social skills?
- How does the program ensure that candidates demonstrate knowledge of American Sign Language and various communication systems, such as manually coded English, cued speech, and total communication?

AUD Standard 2: Speech, Language, and Hearing Mechanism

- How does the program prepare candidates to demonstrate understanding of the anatomy, physiology, and neurology of the speech, language, and hearing mechanisms?
- How does the program ensure that candidates exhibit knowledge of the physical basis and processes of the production and perception of speech, language, and hearing?
- How does the program ensure that candidates demonstrate comprehension of the acoustics or physics of sound, physiologic and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing?

AUD Standard 3: Speech, Language, and Hearing Acquisition

- How does the program ensure that candidates understand the linguistic, psycholinguistic, and cultural variables related to the normal development of speech, language, and hearing?
- How does the program ensure that candidates demonstrate comprehension of second language acquisition and linguistic and dialectical variation?

AUD Standard 4: Evaluation of Hearing Impairments

- How does the program ensure that candidates demonstrate knowledge of current techniques for accurate assessment of hearing impairments of all types with individuals of all ages with a variety of listening and learning styles and a variety of cultural and linguistic backgrounds?
- How does the program prepare candidates to demonstrate the knowledge and skills necessary to perform assessment procedures, including but not limited to pure tone audiometry, speech audiometry, and immittance measurements. This includes the

ability to select assessment instruments and utilize techniques appropriate for individuals with varying abilities. Each candidate demonstrates the ability to differentiate among conductive, sensorineural, and central auditory processing disorders?

- How does the program ensure that candidates demonstrate knowledge of current electrophysiologic instrumentation used in the evaluation of auditory function as well as interpretation of the results? These include, but are not limited to, auditory brainstem evoked response techniques, acoustic immittance procedures and otoacoustic emissions?
- How does the program ensure that candidates demonstrate knowledge of current hearing conservation procedures, including identification audiometry, environmental noise assessment, room acoustics, noise control, and hearing protection?
- How does the program ensure that candidates demonstrate knowledge of calibration techniques to ensure that accurate and reliable results?

AUD Standard 5: Habilitation of Hearing Impairments

- How does the program prepare candidates to demonstrate knowledge of the available medical and surgical treatment options for various hearing disorders?
- How does the program ensure that candidates demonstrate knowledge of current habilitative and rehabilitative techniques for the treatment of hearing impairments and auditory processing disorder (c)APD. This includes the teaching of speech reading skills, auditory training, speech production, improved communication strategies, and the utilization of state of the art technology and equipment whenever possible?
- How does the program ensure that candidates demonstrate knowledge of amplification systems and assistive devices, including, but not limited to, personal hearing aids, classroom amplification systems, tactile systems, and cochlear implants. The candidate demonstrates familiarity with the characteristics of such systems and their advantages and disadvantages?
- How does the program ensure that candidates demonstrate knowledge and skill in the selection, evaluation, maintenance, and appropriate use of hearing instruments, including electro-acoustic analysis and real-ear measurements?
- How does the program prepare candidates to demonstrate knowledge and skill in earmold technology including earmold impressions and earmold modification?
- How does the program ensure that candidates demonstrate the ability to consult and collaborate with classroom teachers, school personnel, community agencies, and other professionals regarding the impact of hearing impairment on all aspects of development and has knowledge about available resources?
- How does the program prepare candidates to demonstrate skill in counseling parents of deaf and hard-of-hearing students? This interaction should include, but not be limited to, providing emotional support as well as information about hearing loss and its effects upon all aspects of development. The candidate must acknowledge and facilitate the crucial role of parents and family in the development of communication systems?

AUD Standard 6: Perspectives for the Education of Deaf and Hard-of-Hearing Students

- How does the program ensure that candidates demonstrate knowledge of the historical and legal foundations of deaf education?
- How does the program ensure that candidates demonstrate knowledge of the models, theories, current research, and philosophies that provide the basis for educational practices in deaf education?
- How does the program ensure that candidates demonstrate knowledge of educational trends related to the communication and language development of deaf and hard-of-hearing students?
- How does the program ensure that candidates demonstrate knowledge of educational options that provide the least restricted access to program content and career opportunities? These options should maximize the potential of all students and acknowledge their highest expectations and aspirations.

AUD Standard 7: Field Experience

- How does the program ensure that candidates have clinical experiences that include individuals of a variety of ages (birth to twenty-two years) and cultural/linguistic backgrounds?
- How does the program ensure that candidates have clinical experiences that include both individual and group contact in the school setting?
- How does the program ensure that candidates have clinical experiences that include the evaluation and treatment of children and adults with a variety of types and severity of communication disorders?
- How does the program ensure that candidates have clinical experiences that include the collection of relevant information regarding past and present status and family and health history?
- How does the program ensure that candidates have clinical experiences that include interpretation of test results and appropriate referrals for further evaluation or treatment?
- How does the program ensure that candidates have clinical experiences that include participation in Individualized Education Plans (IEP), Individualized Family Service Plans (IFSP), and similar procedures. This includes participation in collaboration and consultation with classroom teachers and other school personnel?
- How does the program ensure that candidates understand the interpretation of psycho-educational and speech language assessments?
- How does the program ensure that candidates have clinical experiences that include application of nonbiased assessment and appropriate treatment techniques for multilingual/multicultural populations?

Orientation & Mobility for the Blind and Visually Impaired (O&M)

O&M Standard 1: Professional Information

- How does the program ensure that candidates demonstrate knowledge of how to collaborate with related agencies to provide service and promote access that align with basic laws and regulations that affect O&M services, [e.g., Individuals with Disabilities Education Act (IDEA), laws and regulations as they pertain to promoting behavior that is positive and self-regulatory, Rehabilitation laws, Americans with Disabilities Act (ADA), Medicare]?
- How does the program ensure that candidates demonstrate the knowledge to utilize professional resources pertinent to the O&M profession, [e.g., American Foundation for the Blind (AFB), Journal of Visual Impairment & Blindness (JVIB), Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP)]?

O&M Standard 2: Knowledge of Relevant Medical Information

- How does the program ensure that candidates demonstrate the skills and abilities to interpret eye reports, collaborate with learners, their families and caregivers, and other professionals regarding learners' particular etiology, including the anatomy and physiology of their visual system, prescribed correction and low vision devices, and the implications on their visual functioning as it relates to orientation and mobility, including use of low vision tools and glare control?
- How does the program ensure that candidates demonstrate the knowledge to interpret audiological reports, collaborate with learners, their families and caregivers, and other professionals regarding learners' particular type and amount of hearing loss, the anatomy and physiology of their hearing system, prescribed amplification devices, and the implications for utilizing ambient sound, traffic, auditory object perception, and communicating with the general public as each relates to orientation and mobility?
- How does the program ensure that candidates demonstrate the knowledge to interpret medical information for learners, collaborate with learners, families and caregivers, and other professionals regarding the implications and impact as it relates to orientation and mobility, and to react appropriately to medical situations (e.g., insulin reaction, seizures) during orientation and mobility instruction?

O&M Standard 3: Understanding and Applying Learning Theories to Orientation and Mobility

- How does the program ensure that candidates demonstrate the skills and abilities to design and implement orientation and mobility instruction that utilizes the basic principles of learning theory as they establish a positive climate for learning, individual learners who have vision impairments, including those who have additional disabilities?

O&M Standard 4: Planning and Conducting O&M Assessments

- How does the program ensure that candidates demonstrate the skills and abilities to develop a plan for O&M assessment that includes obtaining and interpreting medical, education, and rehabilitation reports; interviewing the learner and relevant others; and selecting appropriate assessment tools, materials, activities, and settings?
- How does the program ensure that candidates demonstrate the skills and abilities to assess the learner’s present level of functioning in each of the following areas as they relate to O&M: sensory functioning and perceptual skills, including functional vision, functional hearing, as well as balance, posture and gait; concept development, including body awareness and imagery, laterality, positional and spatial concepts, as well as environmental concepts and knowledge; decision making; inter- and intrapersonal skills; orientation skills; mobility skills; implications of medical and physical condition; and personal goals?
- How does the program ensure that candidates demonstrate the skills and abilities to utilize an O&M assessment process to determine the learner’s O&M needs, make recommendations for services, mobility devices and/or systems (e.g., long cane, electronic travel devices), and additional assessments?
- How does the program ensure that candidates demonstrate the skills and abilities to plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with learners, families, and members of the individualized intervention, education, transition, or rehabilitation team, as appropriate?
- How does the program ensure that candidates demonstrate the skills and abilities to conduct ongoing assessment to monitor progress, to determine the need for change in instructional strategy or O&M program, and to determine when the skill level is sufficient for safe, efficient, graceful and independent travel?

O&M Standard 5: Planning O&M Programs

- How does the program ensure that candidates demonstrate knowledge of how to provide orientation and service in itinerant, center-based, and residential service delivery settings?
- How does the program ensure that candidates possess the skills and abilities to develop O&M goals and objectives/benchmarks for individual learners based on initial, ongoing, or re-assessment information?
- How does the program ensure that candidates demonstrate knowledge of how to develop family service/early intervention, education, transition and applicable rehabilitation plans [e.g., (Individualized Family Service Plan (IFSP), Individualized Educational Program (IEP), Individualized Transition Plan (ITP), Individualized Plan for Employment (IPE)] and to project type and amount of orientation and mobility service needed to implement that plan (consultative/collaborative, direct/specialized instruction, frequency and duration of instruction)?
- How does the program ensure that candidates demonstrate the skills and abilities to plan O&M instruction for learners through the:
 - Review and interpretation of relevant records and reports;

- Selection and preview of potential training areas (e.g., home, school, work, or community);
- Design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices);
- Provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices) to learners and their families or caregivers so that learners can make informed choices regarding the most appropriate option for a given time; and
- Collaboration with learners, families and caregivers, and colleagues to develop appropriate goals and behavioral objectives; and develop and sequence lessons based on learners' abilities, needs, and goals.

O&M Standard 6: O&M Related Concepts

- How does the program ensure that candidates demonstrate the skills and abilities to teach concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance) to learners who have visual impairments including those who have additional disabilities?
- How does the program ensure that candidates demonstrate the knowledge of how to teach interpersonal skills and organizational skills and concepts related to O&M (e.g., money concepts and strategies for organizing and identifying coins and bills; social skills, public interaction, soliciting information from others, appropriate telephone manners; arranging a ride; time management)?

O&M Standard 7: Orientation Strategies and Skills

- How does the program ensure that candidates demonstrate the skills and abilities to develop orientation skills through the use of environmental features (e.g., sun, sounds, slopes)?
- How does the program ensure that candidates demonstrate the skills and abilities to facilitate optimal development of learners' spatial organization skills using strategies such as cognitive mapping and spatial updating?
- How does the program ensure that candidates demonstrate the skills and abilities to assist learners in route planning using approaches such as route shapes, mapping skills, and compass directions?
- How does the program ensure that candidates demonstrate the skills and abilities to use a variety of instructional approaches to teach learners problem-solving strategies related to establishing and maintaining orientation while traveling (e.g., drop offs, re-orientation, planning alternative routes, hypothesis testing)?
- How does the program ensure that candidates demonstrate the skills and abilities to familiarize learners to novel environments using techniques appropriate for persons with various frames of reference (i.e. object-to-object, self-to-object)?
- How does the program ensure that candidates demonstrate the skills and abilities to compare and contrast approaches for orienting dog guide handler to new environments versus long cane users?

- How does the program ensure that candidates demonstrate the skills and abilities to teach orientation skills, including the use of cognitive processes; landmarks; cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps (print, tactile, auditory, digital/electronic/satellite mapping systems)?
- How does the program ensure that candidates demonstrate the skills and abilities to facilitate learners' independence and problem-solving ability across a variety of travel situations, in familiar and unfamiliar environments?

O&M Standard 8: Mobility Skills

- How does the program ensure that candidates demonstrate knowledge of the orientation and mobility skills and concepts need to use public transportation systems?
- How does the program ensure that candidates demonstrate the skills and abilities to teach basic O&M skills, including protective and human guide techniques, and the rationale for teaching these skills?
- How does the program ensure that candidates demonstrate the skills and abilities to determine appropriate mobility devices and/or systems for learners by considering advantages, disadvantages, and learners' needs and preferences, including, but not limited to human guide, long cane, dog guide, ETA, functional vision, and alternative mobility devices?
- How does the program ensure that candidates demonstrate the skills and abilities to teach O&M cane skills, (e.g., cane use with a guide, diagonal technique, two-point touch) and the rationale for teaching these skills?
- How does the program ensure that candidates demonstrate the skills and abilities to apply appropriate sequence of street crossing instruction (i.e. simple to complex).
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners to analyze intersections in simple and complex environments?
- How does the program ensure that candidates demonstrate the ability to identify and describe traffic controls (e.g., uncontrolled, 2-way and 4-way stops, traffic signal systems, roundabouts, yields) and implications for learner crossings?
- How does the program ensure that candidates demonstrate the skills and abilities to teach street crossing techniques and when to apply them (e.g., determining when to begin crossing, alignment, use of pedestrian button)?
- How does the program ensure that candidates demonstrate the knowledge of how to teach learners how to access, plan, and execute simple and complex transportation systems, including buses, rail, and paratransit?
- How does the program ensure that candidates demonstrate the skills and abilities to teach travel in special environments, (e.g., adverse weather conditions, rural areas, airports, malls, stores, gas stations)?
- How does the program ensure that candidates possess the skills and abilities to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure learner safety?

O&M Standard 9: Use of Sensory Information

- How does the program ensure that candidates demonstrate the skills and abilities to teach learners the use of optical and non-optical low vision devices in conjunction with eye care professionals for O&M tasks?
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners the visual skills that optimize O&M performance (e.g., eccentric viewing, scanning, tracking, tracing) and incorporating vision use with cane or other mobility systems?
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners to use tactile information for O&M-related tasks?
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners to interpret kinesthetic and proprioceptive information to maximize O&M skills during movement/travel (e.g., using time-distance estimates, making accurate turns, recognizing/using slopes)?
- How does the program ensure that candidates demonstrate the skills and abilities to teach learners the auditory skills to maximize effective movement/travel, (e.g., use of sounds to align/position self, echolocation, Doppler Effect)?

O&M Standard 10: Learners Who Have Additional Disabilities

- How does the program ensure that candidates demonstrate knowledge of how to develop and implement orientation and mobility programs for learners with additional disabilities that reflect a learner's unique constellation of needs, including:
 - Uses of alternative communication systems and modes;
 - Structuring and modifying environments for safe, efficient access and to create meaningful spaces;
 - Using adapted teaching strategies, including pace of instruction; and
 - Adapting and modifying orientation and mobility techniques and devices
- How does the program ensure that candidates demonstrate the skills and abilities to build on the strengths and preferences of learners with additional disabilities, collaborate with families and caregivers, and other professionals as part of a comprehensive approach to developing and implementing an effective, individualized and meaningful orientation and mobility program?
- How does the program ensure that candidates demonstrate the knowledge of how to role-release and work effectively as a member of a comprehensive team meeting the needs of learners who have additional disabilities, with the skills and abilities to share information, model teaching strategies, monitor effectiveness of collaborative service delivery, and problem-solve as a team member?
- How does the program ensure that candidates demonstrate the skills and abilities to implement positive behavioral supports for learners who are visually impaired and who present complex social, behavioral and emotional needs?

O&M Standard 11: Analyze and Modify Environments

- How does the program ensure that candidates demonstrate the skills and abilities to analyze travel environments to identify and overcome potential physical barriers to access for learners in home, school, work, or community environments?
- How does the program ensure that candidates demonstrate the knowledge of how to work collaboratively with appropriate agencies regarding barriers to access, guideline regarding environmental access and remedies, such as warning strips, accessible signage?

O&M Standard 12: Psycho-Social Implications of Blindness and Visual Impairments

- How does the program ensure that candidates demonstrate the knowledge of how to identify and support factors that minimize the psychosocial impact of vision loss for learners with congenital or adventitious visual impairments and their families or caregivers?
- How does the program ensure that candidates demonstrate the skills and abilities to utilize strategies to assist learners during the process of adjustment to visual impairment (e.g., providing resources, informational counseling)?

O&M Standard 13: Supervised Fieldwork

- How does the program ensure that candidates demonstrate the skills and abilities to demonstrate professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures?

Speech-Language Pathology Services Credential (SLP)

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

- How does the program ensure that candidates demonstrate understanding of the anatomy, physiology, and neurology of the speech, language, hearing, and swallowing mechanisms?
- How does the program ensure that candidates exhibit knowledge of the physical bases and processes involved in the production and perception of speech, language, and hearing, and in the production of swallowing?
- How does the program ensure that candidates demonstrate 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

- How does the program ensure that candidates demonstrate understanding of developmental milestones for typical and atypical human development and behavior?
- How does the program ensure that candidates demonstrate comprehension of developmental speech-language milestones and gender, linguistic, psycholinguistic, and cultural variables related to that development for children who speak Mainstream American English as a first language?
- How does the program ensure that candidates demonstrate knowledge of developmental speech-language milestones and cultural, socioeconomic, linguistic and dialectical differences for Spanish-speaking children and children who speak African American English in the United States?
- How does the program ensure that candidates demonstrate knowledge of the linguistic structures, phonemes, and pragmatics produced by speakers of languages other than Mainstream American English, Spanish, and African American English, and cultural, socioeconomic, and linguistic differences?
- How does the program ensure that candidates demonstrate understanding of differences in the speech-language development typical of children with various disabilities, including but not limited to children with hearing loss, traumatic brain injury, developmental disabilities, learning disabilities, and specific language impairment, and those on the autistic spectrum?
- How does the program ensure that candidates demonstrate knowledge of the relationship between the development of speech and language skills, the development of literacy and reading skills, and the role of both in developing academic competence?

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

- How does the program ensure that candidates demonstrate comprehension of different aspects of language disorders, including syntax, morphology, semantics, and pragmatics?
- How does the program ensure that candidates demonstrate understanding of speech disorders, including fluency, articulation/phonology, and voice?

- How does the program ensure that candidates demonstrate knowledge of swallowing disorders?
- How does the program ensure that candidates demonstrate comprehension of hearing disorders?
- How does the program ensure that candidates demonstrate understanding of speech, language, and hearing disorders associated with special populations, including but not limited to individuals with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, traumatic brain injury, and those on the autistic spectrum?

SLP Standard 4: Assessment of Speech and Language Disorders

- How does the program ensure that candidates demonstrate competency in the collection of relevant background information?
- How does the program ensure that candidates demonstrate skill in conducting speech/language and hearing screenings?
- How does the program ensure that candidates demonstrate proficiency in the administration, scoring, and interpretation of standardized and informal speech-language assessments, including language samples?
- How does the program ensure that candidates demonstrate proficiency in the administration, scoring, and interpretation of speech-language standardized tests and informal assessments that are appropriate for students who are culturally/linguistically diverse and have various disabilities?
- How does the program ensure that candidates demonstrate competency in the use of test modifications and/or alternative assessment methods for culturally/linguistically diverse students and students with various disabilities?
- How does the program ensure that candidates demonstrate the appropriate use of interpreters/translators in speech/language assessment?
- How does the program ensure that candidates can differentiate between a true communication disorder and a cultural or linguistic difference?
- How does the program ensure that candidates demonstrate effective communication with culturally/linguistically diverse families, including counseling?
- How does the program ensure that candidates demonstrate the ability to write an evaluation report and an IEP, including goals and benchmarks?
- How does the program ensure that candidates demonstrate proficiency in the process of assessment of the need for and selection of appropriate augmentative/alternative means of communication?

SLP Standard 5: Management of Speech and Language Disorders

- How does the program ensure that candidates demonstrate understanding of methods of preventing communication disorders?
- How does the program ensure that candidates demonstrate the ability to provide intervention using a variety of service delivery models?

- How does the program ensure that candidates demonstrate the ability to facilitate students' development of literacy and access to the core curriculum?
- How does the program ensure that candidates demonstrate appropriate intervention strategies for use with culturally/linguistically diverse students and children with a variety of disabilities and/or speech-language disorders?
- How does the program ensure that candidates are trained in the appropriate use of interpreters/translators in speech/language intervention?
- How does the program ensure that candidates demonstrate effective use of behavioral, social, and environmental supports for learning?
- How does the program ensure that candidates demonstrate proficiency in the training of students, teachers, parents, and/or other professionals in the use of augmentative/alternative communication systems?
- How does the program ensure that candidates demonstrate knowledge of rehabilitative procedures with individuals who have hearing impairments, hearing technology, such as cochlear implants, and the use of assistive listening devices?

SLP Standard 6: School Field Experience

- How does the program ensure that candidates complete the equivalent of a semester/quarter field experience in the schools?
- How does the program ensure that candidates demonstrate skill in providing services to children with a variety of disorders that may include but is not limited to children with hearing loss, traumatic brain injury, developmental disabilities, learning disabilities, specific language impairment, and those on the autistic spectrum?
- How does the program ensure that candidates demonstrate competency in intervention in different aspects of speech and language, including pragmatics?
- How does the program ensure that candidates demonstrate the ability to monitor students' progress?
- How does the program ensure that candidates demonstrate respect for students' race, ethnic background, lifestyle, physical/mental ability, religious beliefs/practices, and heritage?
- How does the program ensure that candidates can apply the California Department of Education California Teaching Standards?

SLP Standard 7: Consultation and Collaboration

- How does the program ensure that candidates are involved in consultation with families and relevant personnel during the assessment and IEP process?
- How does the program ensure that candidates demonstrate relevant methods of consultation and collaboration in strategic and intensive intervention?
- How does the program ensure that candidates are engaged in monitoring the effectiveness of services?
- How does the program ensure that candidates use academic content from the California Core Curriculum in therapeutic interventions?

SLP Program Standard 8: Assessment of Candidate Performance

- How does the program ensure that candidates are assessed through the use of formative and summative assessments embedded throughout the program? Are candidates informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for the summative assessment, and provided timely feedback on the performance in relation to the knowledge and skills?
- How does the program ensure that there is a systematic summative assessment administered by qualified individuals who are knowledgeable about the knowledge and skills as they apply to the subjects and specialization of the authorization of the credential? Does at least one faculty representative in consultation with the supervising master clinician assess candidate performance in relation to the knowledge and skills using documented procedures and instruments that are clear, fair, and effective?
- Do one or more persons who are responsible for the program decide to recommend candidates for the appropriate credentials on the basis of all information of each candidate's competence and performance?
- How does the program ensure that candidates receive adequate guidance and coaching?