**Preliminary Speech-Language Pathology Performance Expectations (2025) Course Matrix**

In the matrix below, denote the candidates’ opportunity to learn, apply, and be assessed on the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring, including assignment/activity language. Please identify only the best example(s), up to four (4) for each I, P, and A.

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|  | **Speech Language Pathology Services Credential Candidates will:** | **Course Title and Number** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Preliminary Speech-Langauge Pathology Performance Expectations (SLPEs) | | | | | | | | | | | | | | | | | |
| **1** | Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2** | Collect relevant information regarding individuals’ past and present status and family and health history. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3** | Use knowledge of communication disabilities to determine the potential educational impact |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Appropriately select, administer, interpret, and document the results of least-biased assessment[[1]](#footnote-2) measures for all students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Appropriately select, implement, and document intervention services for all students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Demonstrate knowledge of the principles and processes of assessment, selection, and treatment for augmentative and alternative communication (AAC). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Demonstrate written communication skills needed to document the performance and progress of students. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Engage in interprofessional practice with teachers and other relevant personnel. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students’ learning across educational contexts. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1. See California Education Code [Section 56320](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=56320.) [↑](#footnote-ref-2)