

505-3-.70 SPEECH-LANGUAGE ASSOCIATE PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals as Speech-Language Associates who provide related educational support or direct intervention for all students whose individual education program indicates instructional needs in the area of communication disorders under the direct supervision of a certified Speech-Language Pathologist. This rule supplements requirements in GaPSC Rule [505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) Requirements.

- (a) To receive approval for an initial preparation program, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards for the preparation of Speech-Language Pathologists published in 2020 by the American Speech-Language-Hearing Association (ASHA) Council on Academic Accreditation in Audiology and Speech-Language Pathology.
1. The program shall prepare candidates who know the principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences.
 2. The program shall prepare candidates who know basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.
 3. The program shall prepare candidates who know the nature of speech, language, hearing, and communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge shall be demonstrated in the following areas:
 - (i) Speech sound disorders;
 - (ii) Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities;
 - (iii) Hearing, including the impact on speech and language;
 - (iv) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
 - (v) Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities); and
 - (vi) Communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies).
 4. The program shall prepare candidates who possess knowledge of the principles and methods of prevention, assessment, and intervention for students with communication disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.
 5. The program shall prepare candidates who know standards of ethical conduct.
 6. The program shall prepare candidates who demonstrate processes used in the integration of evidence-based clinical practice.

7. The program shall prepare candidates who have knowledge of certification, specialty recognition, and other relevant professional credentials.
 8. The program shall prepare candidates who understand the supervisory nature of working under a certified Speech-Language Pathologist.
 9. The program shall prepare candidates who understand the collaborative nature of working with all stakeholders.
 10. The program shall prepare candidates who have the knowledge of individual education programs, individual learning differences, learning environments, instructional planning, and student engagement.
- (b) Candidates will participate in a school-based internship for one semester, in which a total of 100 hours of direct service with students in either small group, individual sessions, or in an inclusion model will be completed under the direct supervision of a certified Speech-Language Pathologist.

Authority O.C.G.A § 20-2-200