

505-3-.71 SPEECH AND LANGUAGE PATHOLOGY PROGRAM

Nature of Amendment(s):

☒ Substantive
☐ Clarification
☐ Further Definition

Discussion:

It is proposed that GaPSC Educator Preparation Rule 505-3-.71 SPEECH AND LANGUAGE PATHOLOGY PROGRAM, dated June 15, 2015, be AMENDED to update program content standards.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals as speech and language pathologists who provide related educational support or direct intervention for all students whose individual education program indicates instructional needs in the area of communication disorders. 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) The minimum preparation for a renewable professional certificate is at the master's degree level in Speech and Language Pathology. A non-renewable certificate may be issued in some circumstances as outlined in GaPSC Certification Rule 505-2-.148 SPEECH AND LANGUAGE PATHOLOGY; and
- (b) To receive approval for an initial preparation program at the master's level, 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) ~~by the~~ 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, statistics, and the social/behavioral sciences;
 - 2. The program shall prepare candidates who know basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The program shall prepare candidates with the ability to integrate information pertaining to normal and abnormal human development across the lifespan; and
 - 3. The program shall prepare candidates who know communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:
 - (i) Articulation;
 - (ii) Fluency;
 - (iii) Voice and resonance, including respiration and phonation;

- (iv) Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, pre-linguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
 - (v) Hearing, including the impact on speech and language;
 - (vi) Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
 - (vii) Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
 - (viii) Social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); and
 - (ix) Augmentative and alternative communication modalities.
4. The program shall prepare candidates who possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, development, and linguistic and cultural correlates;
 5. The program shall prepare candidates who know standards of ethical conduct;
 6. The program shall prepare candidates with skills in oral and written or other forms of communication sufficient for entry into professional practice;
 7. The program shall prepare candidates who know processes used in research and of the integration of research principles into evidence-based clinical practice;
 8. The program shall prepare candidates who demonstrate knowledge of contemporary professional issues;
 9. The program shall prepare candidates who demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.
 10. The program must include experiences in breadth and depth to achieve the following skills outcomes:
 - (i) Evaluation:
 - (I) Conduct screening and prevention procedures (including prevention activities);
 - (II) Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals;
 - (III) Select and administer appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures;
 - (IV) Adapt evaluation procedures to meet client/patient needs;

- (V) Interpret, integrate, and synthesize all information to develop diagnoses, and make appropriate recommendations for intervention;
 - (VI) Complete administrative and reporting functions necessary to support evaluation; and
 - (VII) Refer clients/patients for appropriate services.
- (ii) Intervention:
- (I) Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process;
 - (II) Implement intervention plans (involve clients/patients and relevant others in the intervention process);
 - (III) Select or develop and use appropriate materials and instrumentation for prevention and intervention;
 - (IV) Measure and evaluate clients'/patients' performance and progress;
 - (V) Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/ patients;
 - (VI) Complete administrative and reporting functions necessary to support intervention; and
 - (VII) Identify and refer clients/ patients for services as appropriate.
- (iii) Interaction:
- (I) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/ linguistic background of the client/ patient, family, caregivers, and relevant others;
 - (II) Collaborate with other professionals in case management;
 - (III) **Provide effective guidance and coaching to colleagues who are supporting the speech language program;**
 - (~~III~~ IV) Provide counseling regarding communication and swallowing disorders to clients/ patients, family caregivers, and relevant others; and
 - (~~IV~~ V) Adhere to the ASHA Code of Ethics and behave professionally.
- (c) The program shall include a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology, including twenty-five hours in clinical observations and 375 hours in direct client/ patient contact.
- (d) At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology.