

505-3-.73 ALTERNATIVE PREPARATION FOR SPEECH-LANGUAGE ASSOCIATE PROGRAM

(1) Purpose. This rule states field-specific content standards for approving non-traditional 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 GaPSC-certified Speech and 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) Admission. Candidates must hold a Bachelor's or higher degree in Speech-Language Pathology or Communication Sciences and Disorders, and must be employed by a local school district.
- (b) 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 as addressing the following standards for the preparation of Speech Language Pathologists published by the American Speech-Language-Hearing Association (ASHA) by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (2020).
 - 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; and
 10. The program shall prepare candidates who have the knowledge of individual education programs, individual learning differences, learning environments, instructional planning, and student engagement.
- (c) The Alternative Preparation for Speech-Language Associate program must provide a Candidate Support Team (CST) for each candidate that provides intensive support for a minimum of one (1) academic semester. The CST must meet the following requirements:
1. The CST shall be comprised of:
 - (i) A school-based administrator;
 - (ii) A supervisor employed by the EPP; and
 - (iii) A GaPSC-certified Speech Language Pathologist.
 2. The CST shall:
 - (i) Plan school-based internships to include input from the employing school or district;
 - (ii) Guide Speech-Language Associate candidates throughout the program, to include providing appropriate opportunities to demonstrate knowledge, skills, and dispositions reflective of current audiology and speech-language pathology research and program standards; and
 - (iii) Work together to meet the individual learning needs of Speech-Language Associate candidates.
- (d) Speech-Language Associate candidates will participate in a school-based internship for one semester (15 weeks) and during that semester, 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 GaPSC-certified Speech Language Pathologist.