STANDARDS FOR THE PRELIMINARY SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING
(FORMERLY THE CLINICAL REHABILITATIVE SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING)
COMMUNICATIVE DISORDERS PROGRAM
DEPARTMENT OF HUMAN COMMUNICATION STUDIES
CALIFORNIA STATE UNIVERSITY, FULLERTON
AUGUST 2007
TABLE OF CONTENTS

**Category I: Core Standards for all Specialist and Services Credentials**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Program Design, Rationale, and Coordination</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Professional, Legal, and Ethical Practices</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>Educational Policy and Perspectives</td>
<td>23</td>
</tr>
<tr>
<td>12</td>
<td>Educating Diverse Learners with Disabilities</td>
<td>26</td>
</tr>
<tr>
<td>13</td>
<td>Special Education Field Experiences with Diverse Populations</td>
<td>29</td>
</tr>
<tr>
<td>14</td>
<td>Qualifications and Responsibilities of Supervisors and Selection of Field Sites</td>
<td>34</td>
</tr>
<tr>
<td>15</td>
<td>Managing Learning Environments</td>
<td>38</td>
</tr>
<tr>
<td>16</td>
<td>Effective Communication and Collaborative Partnerships</td>
<td>42</td>
</tr>
<tr>
<td>17</td>
<td>Assessment, Curriculum and Instruction</td>
<td>44</td>
</tr>
<tr>
<td>18</td>
<td>Determination of Candidate Competence</td>
<td>48</td>
</tr>
</tbody>
</table>

**Standards for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Speech, Language, and Hearing Mechanism</td>
<td>52</td>
</tr>
<tr>
<td>20</td>
<td>Speech, Language, and Hearing Acquisition</td>
<td>53</td>
</tr>
<tr>
<td>21</td>
<td>Clinical Experience</td>
<td>55</td>
</tr>
<tr>
<td>22</td>
<td>Speech and Language Disorders</td>
<td>58</td>
</tr>
<tr>
<td>23</td>
<td>Evaluation of Speech and Language Disorders</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>Management of Speech and Language Disorders</td>
<td>62</td>
</tr>
</tbody>
</table>
Appendixes

Appendix 1 Faculty Curriculum Vitae
Appendix 2 Requirements for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing
Appendix 3 Graduate Admission Rating Sheet
Appendix 4 Requirements for Degrees, Credential, and Certificate of Competence Sheet
Appendix 5 Clinical Practicum Plan
Appendix 6 Graduate Study Plan
Appendix 7 Mandatory Advisement Signoff Sheet
Appendix 8 Sample Documents from Candidate KASA Website
Appendix 9 Sample KASA Exams
Appendix 10 Failed Competency Completion Form for KASA Competency Exam
Appendix 11 Practicum Evaluation Ratings Summary
Appendix 12 Clinical Competency Completion Form
Appendix 13 American Speech-Language-Hearing Association Code of Ethics
Appendix 14 Syllabi of HCOM 404, 476, 489A, 490, 500, 501, 554, 558C, 564, and 576, PSYCH 361, and SPED 371
Appendix 15 Diversity Assignment
Appendix 16 Writing Assignment
Appendix 17 Advisory Committee and Surveys of Graduates and Employers of Graduates
Appendix 18 Accreditation by the American Speech-Language-Hearing Association
Appendix 19 California State University, Fullerton Policy on Academic Dishonesty
Appendix 20 Notice of Intent to Register
Appendix 21 Practicum Clock Hour Record Sheet and Summary of Practicum Clock Hours
Appendix 22 Student/Supervisor Site List
Appendix 23 Forms for the Evaluation of Clinical Supervisors and Master Clinicians
CATEGORY I

CORE STANDARDS FOR ALL SPECIALIST AND SERVICES CREDENTIALS

<table>
<thead>
<tr>
<th>Standard 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Design, Rationale and Coordination</td>
</tr>
</tbody>
</table>

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Factors to Consider

a) The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.

The following is a general description of the program and provides an overview of several aspects of it. The program offers the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing. The program also is able to verify that candidates have met the requirements for the Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing. However, candidates for the latter credential must have completed a Clinical Fellowship Year or Required Professional Experience upon completion of the preliminary credential; consequently, the majority of candidates will only apply for the preliminary credential at California State University, Fullerton.

Faculty

There are a variety of duties divided up among faculty members, including the following (see Appendix 1):

Dr. John Reinard, Department of Human Communication Studies Chair
Dr. Edith Li, Communicative Disorders Coordinator
Dr. Kurt Kitselman, Graduate Advisor
Dr. Toya Wyatt, Undergraduate Advisor
Dr. Michael Davis, Clinic Director
Dr. Terry Saenz, Coordinator for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing

Other tenured or tenure-track faculty members include Dr. Kenneth Tom, Dr. Ying-Chiao Tsao, and Dr. Hye-Kyeung Seung. Additional administrative and supervisory duties are performed by the following individuals:

Sherri Wolff, Chief Speech Pathologist
Annette Bow, Administrative Support Coordinator II
Transition Points and Assessment

In terms of assessment, there are several transition points in the program during which candidates are assessed (see Figure 1). The following discussion will go into the transition points and assessment measures in greater depth. However, the following is a quick outline of the steps through the program. Multiple measures assessed on a rating scale are used to select candidates for the program. Once candidates are in the program, two measures are considered especially important. Above and beyond coursework and clinics, candidates must take 2 ½-hour comprehensive examinations in ten different content areas. These are known as the Knowledge and Skills Acquisition (KASA) examinations and are administered so that candidates may meet the requirements for the Certificate of Clinical Competence (CCC) by the American Speech-Language-Hearing Association. Candidates also must demonstrate clinical competency in nine of the ten content areas to meet the requirements for the CCC. They normally do so by working with clients in clinical practica. When all courses, practica, and examinations, and clinical competencies are satisfactorily completed, candidates may apply for the credential. The following is a more detailed description of the program.

Admission to the program

At the time of admission to the graduate program, there are a number of measures used in the admissions process that are considered by the graduate committee, which consists of the graduate advisor and two elected faculty members. First, potential candidates to the program must obtain a baccalaureate degree in communicative disorders from a regionally accredited four-year institution. Alternatively, individuals who have obtained a degree in another major must have completed courses that contain the content of thirty-six units that are required for the undergraduate degree in Communicative Disorders. These courses include the following:

HCOM 241 Introduction to Phonetics
HCOM 242 Introduction to Communicative Disorders
HCOM 307 Speech and Language Development
HCOM 344 Anatomy and Physiology of Speech and Hearing
HCOM 350 Speech and Hearing Science
HCOM 352 Child Language and Phonological Disorders
HCOM 461 Audiology and Audiometry
HCOM 465 Aural Rehabilitation
HCOM 472 Voice and Craniofacial Disorders
HCOM 474 Neurology and Neurogenic Communicative Disorders
HCOM 475 Fluency Disorders
HCOM 476 Clinical Methods and Procedures
Figure 1: Transition Points in the Communicative Disorders Program

<table>
<thead>
<tr>
<th>Human Communication Studies—Communicative Disorders (HCOM)</th>
<th>Admission to Program</th>
<th>Program Continuation</th>
<th>Qualifying for Culminating Experience</th>
<th>Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Baccalaureate degree in Communication Disorders from a regionally accredited 4-year institution</td>
<td>☐ Approved study plan on file prior to completion of 9 units</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
<td>☐ Not applicable</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
</tr>
<tr>
<td>☐ GPA of 2.5 in last 60 semester units (90 quarter units) [3.5 in Com. Dis. coursework desired]</td>
<td>☐ GPA 3.0 (=3.0 = academic probation)</td>
<td>☐ Satisfactory rating on 10 KASA comprehensive exam questions (remediation of questions not passed) [faculty review]</td>
<td>☐ Completion of all KASA clinical competencies with a '4' or higher (communicative disorders coordinator approval)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
</tr>
<tr>
<td>☐ Three letters of recommendation (faculty review)</td>
<td>☐ Satisfactory rating on 10 KASA comprehensive exam questions (remediation of questions not passed) [faculty review]</td>
<td>☐ Completion of all KASA clinical competencies with a '4' or higher (communicative disorders coordinator approval)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
</tr>
<tr>
<td>☐ Letter of intent (faculty review)</td>
<td>☐ Grade of B or Credit on clinical practica (HCOM 458, 468, 485, 489A, 558A, 559A and possibly 559B)</td>
<td>☐ Completion of all KASA clinical competencies with a '4' or higher (communicative disorders coordinator approval)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
</tr>
<tr>
<td>☐ Majors other than Communicative Disorders must meet 36-unit course equivalency requirements (graduate advisor approval)</td>
<td>☐ Grade of B or higher in multicultural clinic: (HCOM 558C—preliminary credential only)</td>
<td>☐ Completion of all KASA clinical competencies with a '4' or higher (communicative disorders coordinator approval)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
</tr>
<tr>
<td>☐ Application approval (mean rating out of 99 possible points—scored by graduate committee)</td>
<td>☐ Passing of all parts of the CBEST</td>
<td>☐ Completion of all KASA clinical competencies with a '4' or higher (communicative disorders coordinator approval)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
<td>☐ Completion of 62 units with a minimum 3.0 GPA (including 9 units of additional undergraduate classes)</td>
</tr>
</tbody>
</table>

- GPA of 2.5 in last 60 semester units (90 quarter units) [3.5 in Com. Dis. coursework desired]
- Three letters of recommendation (faculty review)
- Letter of intent (faculty review)
- Majors other than Communicative Disorders must meet 36-unit course equivalency requirements (graduate advisor approval)
- Application approval (mean rating out of 99 possible points—scored by graduate committee)
- Passing of all parts of the CBEST
- GPA 3.0 (=3.0 = academic probation)
- Satisfactory rating on 10 KASA comprehensive exam questions (remediation of questions not passed) [faculty review]
- Grade of B or Credit on clinical practica (HCOM 458, 468, 485, 489A, 558A, 559A and possibly 559B)
- Grade of B or higher in multicultural clinic: (HCOM 558C—preliminary credential only)
Figure 1: Transition Points in the Communicative Disorders Program (continued)

<table>
<thead>
<tr>
<th>Human Communication Studies—Communicative Disorders (HCOM)</th>
<th>Admission to Program</th>
<th>Program Continuation</th>
<th>Qualifying for Culminating Experience</th>
<th>Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Grade of B or higher on collaborative/Consultation assignment (HCOM 490—preliminary credential only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Grade of B or higher on diversity assignment—(HCOM 490—preliminary credential only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Score of 4 or higher (on a 1-6 scale) on writing assignment (HCOM 500)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Passing score of 80% on ASHA ethics exam (HCOM 501)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Potential candidates who have obtained a degree in another major do not need to take HCOM 300, Introduction to Research in Speech Communication, and they do not have to have taken HCOM 308, Quantitative Research Methods, although it is a prerequisite for the graduate course, HCOM 500, Research in Speech Communication (see Appendix 2).

It is a university requirement that potential candidates have a grade point average of 2.5 in the last 60 semester hours or 90 quarter hours of their coursework. In addition, it is desirable that potential candidates have a grade point average of at least 3.5 in the Communicative Disorders major.

Potential candidates must submit three letters of recommendation and a letter of intent for perusal by the graduate committee. Although not required, the Communicative Disorders program emphasizes that two of the recommendation letters should be from faculty members and the third from an individual familiar with the potential candidate’s clinical skills.

All of the sources of information about potential candidates are evaluated using the Graduate Admission Rating Sheet (see Appendix 3), in which potential candidates are rated by each member of the graduate committee on grade point average in the major, experience, clinical potential, and academic potential for a maximum possible 33 points. Each of the three members of the graduate committee individually rate the potential candidate on the Graduate Admission Rating Sheet, then the three ratings are summed to obtain a rating with a potential maximum of 99 points. Potential candidates are then ranked based upon their rating. Top-ranked potential candidates are admitted to the graduate program, with the members of the graduate committee each selecting one additional candidate, usually bilingual and/or bicultural, for admission to the graduate program.

The preceding process details the steps used to select and admit potential candidates to the graduate program in Communicative Disorders. Approximately 90% of the candidates admitted to the graduate program also apply for the preliminary credential program. To be admitted to the preliminary credential program, potential candidates also must pass all sections of the CBEST (although minimum GRE scores may be allowed to fulfill this requirement in the future). Individuals from other states who enter the graduate program and who seek entry into the preliminary credential program are urged to take the CBEST as soon as possible after enrollment in the graduate program, as candidates are not admitted into the preliminary credential program until they have passed all sections of the CBEST. The graduate advisor tracks their progress in the program until they pass the CBEST. They are allowed to take graduate courses and clinical practica, but they are not allowed to take HCOM 489A, Public School Practicum in Communicative Disorders, until they have passed the test. In a few instances, individuals have been unable to pass a section of the CBEST and have had to graduate from the graduate program without their preliminary credential.

Candidate advisement begins even before the beginning of the first semester of graduate classes. Candidates accepted to the graduate program whose undergraduate degree is in
communicative disorders or whose communicative disorders requirements were obtained at California State University, Fullerton have their undergraduate prerequisites reviewed by the graduate advisor using the Requirements for Degrees, Credential, and Certificate of Clinical Competence sheet (see Appendix 4). Candidates who obtained their communicative disorders coursework at another university have their requirements reviewed by Dr. Terry Saenz, the coordinator of the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing. Candidates then meet with the graduate advisor to have their Clinical Practicum Plan (see Appendix 5) and academic schedule filled out, thus scheduling the semesters in which they will take specific clinical practica and graduate seminars.

Program continuation

During the first semester, prior to completion of nine units in the graduate program, candidates select an individual graduate advisor and meet with him or her to fill out their Graduate Study Plan (see Appendix 6), in which they select the academic courses they will take in the program. Candidates meet each semester of graduate school with their individual graduate advisor for an informal review of their academic and clinical progress. At the end of each advisement session, their individual graduate advisor signs the Mandatory Advisement Signoff sheet (see Appendix 7), indicating that the candidate has received advisement, and the candidate gives a copy of the sheet to the program's graduate advisor. Candidates also are given an online site in which they and relevant faculty members can monitor their progress in meeting requirements for the master's degree, licensure by the Speech-Language Pathology and Audiology Board, and the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing (see Appendix 8).

A number of measures are used to assess candidates' progress during the program (see Figure 1). Candidates must maintain a grade point average of 3.0 or higher in the graduate program as a whole and in the ten courses they have selected for their Graduate Study Plan. They go on academic probation if their grade point average drops below that level.

Candidates must take the following academic courses as undergraduate or graduate students if they intend to obtain the preliminary credential:

PSYCH 361 Developmental Psychology (3 units)
SPED 371 Exceptional Individual (3 units)
HCOM 404 Communicative Disorders of the Bilingual/Multicultural Child (3 units)

Candidates must take the following academic courses as graduate students:

HCOM 490 Seminar: Speech and Hearing Service in Schools (2 units)
HCOM 500 Research in Speech Communication (3 units)
HCOM 501 Seminar in Speech-Language Pathology (1 unit)
HCOM 542 Neurological Bases of Speech and Language (3 units)
HCOM 543 Seminar in Dysphagia (3 units)
HCOM 571 Seminar in Fluency Disorders (3 units)
HCOM 573 Seminar in Voice Disorders (3 units)
HCOM 574 Seminar in Phonological Disorders (3 units)
HCOM 576 Seminar in Augmentative Alternative Communication (3 units)
HCOM 577 Seminar in Child Language Disorders (3 units)

Candidates must take at least one of these three seminars as graduate students:

HCOM 544 Seminar in Neurogenic Language and Cognitive Disorders (3 units)
HCOM 554 Seminar in Multicultural Issues (3 units)
HCOM 564 Seminar in Autism Spectrum Disorders (3 units) (currently listed as a special class)

Candidates must take one of these two research options as graduate students if they do not take two of the three seminars listed above:

HCOM 597 Directed Graduate Research (3 units)
HCOM 599 Independent Graduate Research (3 units)

Candidates also must take ten Knowledge and Skills Acquisition (KASA) comprehensive examinations, each lasting approximately 2 ½ hours, during the graduate program (see Appendix 9). These ten examinations cover knowledge and skills required by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence and are required of all graduates of the program. The examinations cover the following: 1) articulation; 2) fluency; 3) voice and resonance; 4) receptive and expressive (developmental) language; 5) receptive and expressive (acquired) language; 6) social aspects of communication; 7) modalities of communication; 8) swallowing; 9) hearing; and 10) cognitive aspects of communication. Candidates are given the majority of the questions on the examinations ahead of time to study with the exception of case studies. In all but the examinations of social aspects of communication and cognitive aspects of communication, candidates are administered the specific examination during the fourteenth class session of the corresponding graduate seminar or clinical practicum. Those two examinations are administered on specific testing dates each semester outside of classes. The remaining KASA examinations and corresponding graduate seminars or clinical practica in which they are administered are listed below:

HCOM 468 Audiology Practicum
   KASA Examination in Hearing

HCOM 542 Neurological Bases of Speech and Language
   KASA Examination in Receptive and Expressive (Acquired) Language

HCOM 543 Seminar in Dysphagia
   KASA Examination in Swallowing
HCOM 571 Seminar in Fluency Disorders  
KASA Examination in Fluency

HCOM 573 Seminar in Voice Disorders  
KASA Examination in Voice and Resonance

HCOM 574 Seminar in Phonological Disorders  
KASA Examination in Articulation

HCOM 576 Seminar in Augmentative Alternative Communication  
KASA Examination in Modalities of Communication

HCOM 577 Seminar in Child Language Disorders  
KASA Examination in Receptive and Expressive (Developmental) Language

Faculty members who teach and/or are experts in the content area of each examination are designated the first readers of the exams. They read the examinations blind. Questions failed by the first reader of an exam are read blind by a second faculty reader who additionally is given answers to questions passed by the first reader as foils. If the two readers both fail a student on a question, the student fails. If the second reader passes a question that was failed by the first reader, the two readers conference and come to a decision about the question. If the question is deemed failed, the candidate is directed to contact the first reader, who then assigns the candidate a remedial activity for the question, such as clarifying ambiguous information on the question or rewriting the question with additional information. When the candidate has successfully completed the assigned remedial activity, the first reader signs off on the Failed Competency Completion Form for KASA Competency Exam (see Appendix 10). The candidate must pass or remediate all competencies in the ten KASA areas to fulfill the M.A. comprehensive examination requirement.

In addition, candidates must pass all clinical practica with a "B" or higher or a grade of "Credit." To obtain a grade of "B" or higher, they must score an average of 4.96 or higher on the 7-point evaluation scale of the Practicum Evaluation Ratings Summary Form and have no individual ratings on any of the 52 listed clinical skills below a 4 (see Appendix 11). This form is used for all practica with the exception of HCOM 468, Audiology Practicum, which uses another version of the form (see Appendix 11). To obtain a grade of "Credit," in HCOM 485, Aural Rehabilitation Practicum, and 489A, Public School Practicum in Communicative Disorders, candidates must have 25 or more items with ratings of 5 or better and no rating less than 4.

The clinical practica include the following:

HCOM 458 Clinical Practicum: Speech and Language Disorders in Children (3 units)  
HCOM 468 Audiology Practicum (1 unit)  
HCOM 485 Aural Rehabilitation Practicum (1 unit)
HCOM 489A Public School Practicum in Communicative Disorders (4 units) (required only for the preliminary credential)
HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults (3 units)
HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (3 units) (required only for the preliminary credential)
HCOM 559A Advanced Clinical Practicum: Communicative Disorders (3 units)
HCOM 559B Advanced Clinical Practicum: Communicative Disorders (1-3 units) (optional for the preliminary credential)

Candidates additionally must demonstrate competency in the 52 listed clinical skills on the Practicum Evaluation Ratings Summary in each of the ten areas that are evaluated by KASA comprehensive examinations (e.g., articulation) with the exception of hearing, for which they must demonstrate competency on 35 of the listed clinical skills and an additional 9 skills unique to hearing screening and referral. Typically, this competency is demonstrated through diagnostics and therapy with clients in the clinical practica. However, in cases where a candidate has not been able to obtain experience with a client in one of the relevant KASA areas, the candidate takes HCOM 599, Independent Graduate Research, and meets with the faculty member who teaches in and/or has expertise in the corresponding KASA area. The candidate participates in an activity, such as a simulation or case study, in which he or she can demonstrate the required clinical competence. When the candidate has demonstrated clinical competence on the required assignment, the faculty member signs off on the Clinical Competency Completion Form (see Appendix 12) and gives it to Kiyo Young, administrative support assistant II, in the clinic, and the candidate is given credit for having demonstrated the corresponding clinical competencies.

There are a few additional assessments that occur at various points during the graduate program in addition to the usual assessments in graduate classes. In HCOM 501, Seminar in Speech-Language Pathology, candidates must obtain a passing score of 80% or above on a test of the code of ethics of the American Speech-Language-Hearing Association (see Appendix 13). In addition, candidates must obtain a grade of "B" or higher on a collaborative/consultation assignment in HCOM 490, Seminar: Speech and Hearing Services in Schools (see Appendix 14) and on a diversity assignment in the same class (see Appendix 15). Candidates also must earn a score of 4 or higher on a 6-point scale on a writing assignment in HCOM 500, Research in Speech Communication (see Appendixes 14 and 16).

Exit from the program

Assessment at the end of the Communicative Disorders program for the preliminary credential includes completion of a minimum of 62 semester units (including 9 units of additional undergraduate classes that may be taken as an undergraduate or graduate student), satisfactory rating on all 10 KASA comprehensive examination questions, completion of all clinical practica with a "B" or higher rating or a "Credit" rating, and completion of the clinical skills on the Practicum Evaluation Ratings Summary for the relevant KASA examination areas at a level of 4 or higher on a 7-point scale.
There are a number of measures that are used to assess the program as a whole, including the above measures that are taken on individual students. Specific measures that are aggregated and used to assess the program include the following for each transition point (see Figure 2). Due to the fact that approximately 90% of candidates in the graduate program are also enrolled in the preliminary credential program, data is taken from all students in the graduate program.

As assessments of the program's potential candidates during the admissions process, the mean grade point average in the major and the mean rating for candidates on the Graduate Admission Rating Sheet are calculated.

As assessments of the candidates' progress in the program, the following are calculated: 1) the percentage of KASA examinations completely passed during each examination period; 2) the percentage of candidates who earn a "B" or higher or "Credit" on clinical practicum required for the preliminary credential, including HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (see Appendix 14); 3) the percentage of candidates who earn a "B" or higher on the collaborative/consultation and diversity assignments in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendixes 14 and 15); 4) the percentage of candidates who earn a score of 4 or higher on the writing assignment in HCOM 500 (see Appendixes 14 and 16); and 6) the percentage of candidates who earn a passing grade of 80% or higher on the test of the American Speech-Language-Hearing Association code of ethics test in HCOM 501, Seminar in Speech-Language Pathology (see Appendix 14).

As assessment of the candidates' exit from the program, the percentage of candidates who graduate is calculated. Finally, there is an advisory committee that provides feedback to the program, and surveys of graduates and their employers are taken after they graduate (see Appendix 17).
Figure 2: Assessment of Program

<table>
<thead>
<tr>
<th>Human Communication Studies—Communicative Disorders (HCOM)</th>
<th>Admission to Program</th>
<th>Program Continuation</th>
<th>Qualifying for Culminating Experience</th>
<th>Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean GPA in major</td>
<td>F '06: 3.72</td>
<td>Percentage of KASA comprehensive exams passed</td>
<td>Not applicable</td>
<td>Percentage of candidates who graduate</td>
</tr>
<tr>
<td></td>
<td>Sp '07 3.73</td>
<td>F '06: 89%</td>
<td></td>
<td>'05: 125%*</td>
</tr>
<tr>
<td></td>
<td>F '07 3.72</td>
<td>F '06: 73%</td>
<td></td>
<td>'06: 113%*</td>
</tr>
<tr>
<td></td>
<td>Mean Rating on Graduate Admission Rating Sheet</td>
<td>Sp '07: 87%</td>
<td></td>
<td>* Many candidates graduated early to avoid new ASHA standards</td>
</tr>
<tr>
<td></td>
<td>F '06 : 91.25/99</td>
<td>% of candidates with grade of B or higher or Credit on:</td>
<td></td>
<td>Advisory committee feedback</td>
</tr>
<tr>
<td></td>
<td>Sp '07 89/99</td>
<td>HCOM 458</td>
<td>Surveys of graduates and employers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F '07 90.5/99</td>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Su '06: 88%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SP '07: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HCOM 468</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HCOM 485</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HCOM 489A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '06: 91%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HCOM 558A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Su '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HCOM 559A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Su '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F '06: 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sp '07: 33%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Not applicable
Figure 2: Assessment of Program (continued)

<table>
<thead>
<tr>
<th>Human Communication Studies—Communicative Disorders (HCOM)</th>
<th>Admission to Program</th>
<th>Program Continuation</th>
<th>Qualifying for Culminating Experience</th>
<th>Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of candidates with grade of B or higher or Credit on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HCOM 559B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '07: 50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of candidates with grade of B or higher in HCOM 558C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of candidates with grade of B or higher on collaborative/consultation assignment in HCOM 490</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of candidates with grade of B or higher on diversity assignment in HCOM 490</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F '06: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of candidates with score of 4 or higher on writing assignment in HCOM 500</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sp '07: 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Figure 2: Assessment of Program (continued)

<table>
<thead>
<tr>
<th>Human Communication Studies—Communicative Disorders (HCOM)</th>
<th>Admission to Program</th>
<th>Program Continuation</th>
<th>Qualifying for Culminating Experience</th>
<th>Exit from Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of candidates with passing score of 80% on ASHA ethics exam in HCOM 501</td>
<td></td>
<td>% of candidates with passing score of 80% on ASHA ethics exam in HCOM 501</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sp '06: 90%</td>
<td>F '06: 85%</td>
<td>F '06: 85%</td>
<td>Sp '07: 100%</td>
</tr>
</tbody>
</table>
b) There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experiences.

Faculty have easy access to the staff in the program, including Annette Bow, administrative support coordinator II, and Ramona Rose, administrative support assistant II, who are responsible for staff responsibilities in the department office. Kiyo Young, administrative support assistant II, is in the speech and hearing clinic, and is in charge of managing candidates' clinical paperwork and the data placed on their personal KASA websites for clinical clock hours and completion of KASA clinical skills. Sherri Wolff, M.A., is the chief speech pathologist. She is responsible for teaching undergraduate courses, clinical supervision in clinical practica in the speech and hearing clinic and coordinating activities in the speech and hearing clinic.

In addition, there is ample interaction and consultation of the department with the College of Education regarding accreditation issues and concerns. Dr. Terry Saenz, as preliminary credential coordinator, serves on the university-wide Credential, Accreditation 2007, and Assessment committees, which are the program's link to the College of Education. In addition, Dr. Saenz has been in frequent informal contact with Associate Dean Carmen Dunlap and other faculty in the College of Education.

Finally, there is coordination between the department and local school districts. When students are placed in public school settings in HCOM 489, Public School Practicum in Communicative Disorders (see Appendix 14), Dr. Terry Saenz contacts school administrators and/or individual master clinicians at school sites to place students and visits school sites one to two times over the semester. School sites are generally visited twice during a semester if they are within forty miles of California State University, Fullerton and usually once if they are further away. In the course of her coordination of HCOM 489A, Dr. Saenz has placed and visited candidates in schools in the Orange, Los Angeles, San Diego, Riverside, and San Bernardino Counties. Since Dr. Saenz has placed candidates at public school sites for the past fifteen years, she has developed some longstanding professional relationships with school personnel. In addition, Dr. Saenz contacts Billie Herring, administrative support coordinator in the College of Education, and provides information so that Billie may draw up the contracts with the individual school districts.

c) For an internship program, there is coordination among the institution, local districts and schools, and representatives (certified exclusive representative, if applicable) of holders of the affected credential.

There currently is no internship program at California State University, Fullerton for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.
d) For an internship program, the design allows for the fact that interns do not have all of the "theoretical" background desirable for successful service at the beginning of the program, but they do have the opportunity to combine theory with practice. The design also recognizes that the intern needs a different support system than what is available in the regular program.

There currently is no internship program at California State University, Fullerton for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.

e) The overall design of the program is consistent with a stated rationale that has a theoretical and scholarly basis, and is relevant to the contemporary conditions of schools, such as demographic changes.

The Communicative Disorders program is accredited by the American Speech-Language-Hearing Association and meets the standards for that accrediting body (see Appendix 18). The program is designed to prepare students to meet the standards for the American Speech-Language Hearing Association’s (ASHA) Certificate of Clinical Competence, standards that are deemed by the profession to include the knowledge and skills essential to become a speech-language pathologist. A subset of those standards, standards III and IV, constitute the Knowledge and Skills Acquisition (KASA) competencies that are rigorously measured in the program. The standards for ASHA’s Certificate of Clinical Competence, in turn, interface with the Education Unit’s Conceptual Framework (see Figure 3).

In addition, the program includes relatively recent areas of the communicative disorders curriculum that are relevant to the contemporary conditions of schools. One area is bilingual/bicultural communicative disorders, and is presented in HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, HCOM 554, Seminar in Multicultural Issues (optional), and HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (see Appendix 14). Another area is augmentative/alternative communication, which is presented in HCOM 576, Seminar in Augmentative Alternative Communication. A third area is dysphagia, which is presented in HCOM 543, Seminar in Dysphagia. A fourth area is autism spectrum disorders, which are presented in the new and optional seminar, HCOM 564, Seminar in Autism Spectrum Disorders (see Appendix 14). A final area is classroom collaboration, which is presented in HCOM 490, Seminar: Speech and Hearing Service in Schools.
Figure 3.: Alignment of American Speech-Language-Hearing Association Standards for the Certificate of Clinical Competence with the Conceptual Frameworks Program Outcomes

<table>
<thead>
<tr>
<th>Conceptual Framework Program Outcomes</th>
<th>Knowledge, Skills, Dispositions</th>
<th>Human Communication Studies—Communicative Disorders (HCOM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate strong foundation in field of study</td>
<td>K</td>
<td>I, III-A, III-B, III-C, III-D, V-A, V-B</td>
</tr>
<tr>
<td>Demonstrate strong understanding and implementation of skills in their field</td>
<td>S</td>
<td>III-B, III-C, III-D, III-E, IV-C, IV-F, IV-G, V-A</td>
</tr>
<tr>
<td>Demonstrate ability to use technology as a resource</td>
<td>S</td>
<td>III-C</td>
</tr>
<tr>
<td>REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote diversity</td>
<td>K, S, D</td>
<td>III-D, IV-F, IV-G</td>
</tr>
<tr>
<td>Make informed decisions</td>
<td>K, S, D</td>
<td>III-B, III-C, III-D, III-F, IV-C, IV-G</td>
</tr>
<tr>
<td>Engage in collaborative endeavors</td>
<td>D</td>
<td>IV-G</td>
</tr>
<tr>
<td>Think critically</td>
<td>K, S, D</td>
<td>III-B, III-C, III-D, III-E, III-F, IV-B, IV-F, IV-G, V-A</td>
</tr>
<tr>
<td>COMMITTED &amp; CARING PROFESSIONALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become change agents</td>
<td>D</td>
<td>IV-F</td>
</tr>
<tr>
<td>Maintain professional and ethical standards</td>
<td>D</td>
<td>III-E, IV-G</td>
</tr>
<tr>
<td>Become life-long learners</td>
<td>D</td>
<td>III-B, III-C, III-D, III-F</td>
</tr>
</tbody>
</table>
Standard 10
Professional, Legal and Ethical Practices

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

Factors to Consider

a) Each candidate demonstrates knowledge of relevant and current laws, practices and procedural safeguards, and regulations pertaining to California public education, including individuals with disabilities and their parents and care providers.

Each candidate must complete HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14), which provides extensive information on laws, practices, and procedural safeguards. In addition, each candidate must take HCOM 501, Seminar in Speech-Language Pathology and must take and pass an exam on the code of ethics of the American Speech-Language-Hearing Association, which also pertains to professional practices and procedural safeguards (see Appendix 13). Finally, each candidate must take SPED 371, Exceptional Individual, which includes readings on No Child Left Behind and IDEA 2004.

b) Each candidate examines the ethics and values of the professional educator, understands the benefits and responsibilities of membership in professional organizations and the importance of staying abreast of the current knowledge base of the discipline.

Each candidate must take HCOM 501, Seminar in Speech-Language Pathology (see Appendix 14), which is an introduction to the values and the code of ethics of the speech-language pathologist and the American Speech-Language-Hearing Association. In addition, the importance of belonging to the American Speech-Language-Hearing Association and obtaining the ASHA Certificate of Clinical Competence is emphasized throughout the graduate program. As part of the requirements for retaining the Certificate of Clinical Competence, speech-language pathologists must participate in continuing education to keep abreast of the current knowledge base of the field.

c) Each candidate examines and evaluates his or her own culture and values, including personal biases and differences which may affect the candidate's teaching. Each candidate examines how these factors may affect attitudes toward individuals of different cultural, socio-economic and disability groups.

Each candidate must take HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, which involves discussion and self-examination of the candidate's culture and values and ways in which values may affect his/her clinical practices (see Appendix 14). In addition, each candidate takes HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals, where candidates work with culturally diverse clients and learn to interact effectively with individuals of different cultures. Many candidates also take HCOM 554, Seminar in Multicultural Issues, to obtain further information.
d) Each candidate demonstrates awareness of the importance of the educator as a model for students. Each candidate is knowledgeable of the code of ethics of the American Speech-Language-Hearing Association (see Appendix 13) and the expectation that candidates will adhere to it, thus acting as models for students.

e) Each candidate demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.

Each candidate is expected to effectively serve clients with communicative disorders in all of the following practica:

- HCOM 458 Clinical Practicum: Speech and Language Disorders in Children
- HCOM 468 Audiology Practicum
- HCOM 485 Aural Rehabilitation Practicum
- HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults
- HCOM 559A Advanced Clinical Practicum: Communicative Disorders
- HCOM 489A Public School Practicum in Communicative Disorders (required only for the preliminary credential)
- HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (required only for the preliminary credential)

An integral part of serving clients is helping them develop their highest educational and quality of life potential. Some practica involve working with individuals in other languages or alternative means of communication as a means to that end. For example, HCOM 485, Aural Rehabilitation Practicum, may involve the use of American Sign Language to communicate with a client. In addition, HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals, involves the use of interpreters in many cases, again to help develop the highest educational and quality of life potential of clients.

f) Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.

Candidates are expected to adhere to the ASHA Code of Ethics (see Appendix 13), which includes an expectation of intellectual integrity and the ethical evaluation and therapy of clients. In addition, California State University, Fullerton has expectations for intellectual honesty and has penalties for academic dishonesty (see Appendix 19). Each candidate also is clinically graded on his or her "VIII. D. Adherence to legal/ethical professional standards for client confidentiality" on the Practicum Evaluation Ratings Summary (see Appendix 11).
g) Each candidate assesses his or her own progress, accepts professional advice, considers constructive criticism, and engages in a continuous program of professional development.

There are a number of relevant competencies on the Practicum Evaluation Ratings Summary (see Appendix 11). This form is used to evaluate students in all clinical practica with the exception of HCOM 468, Audiology Practicum, which uses another version of the form (see Appendix 11). Relevant clinical skills measured include the following: "VII. B. Ability to evaluate clinician and client performance," "VIII. F. Cooperation with fellow professionals/teamwork," and "VIII. G. Response to weekly/mid-semester/final supervisory evaluation and feedback."

h) Each candidate models respect for the cultures, religion, gender and lifestyle orientation of students and their families.

Each candidate takes HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child (see Appendix 14), and may opt to take HCOM 554, Seminar in Multicultural Issues, both of which involve discussions of cultural differences and the ethics and the importance of respecting individuals of other cultures, religion, gender, and lifestyle orientation. In addition, in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals, candidates interact with clients and families of different cultures under the careful supervision of clinical supervisors. Lastly, the very cultural makeup of southern California and Orange County affords candidates many opportunities to model respect for others of different cultures. The Practicum Evaluation Ratings Summary (see Appendix 11) measures this skill under the clinical skill of "V.A. Sensitivity, responsiveness, and flexibility in meeting client needs."
### Standard 11

**Educational Policy and Perspectives**

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society.

### Factors to Consider

<table>
<thead>
<tr>
<th>a)</th>
<th>Each candidate examines historical, legal, social, political and economic perspectives regarding the role of general education and special education in society.</th>
</tr>
</thead>
</table>

Historical, legal, and political aspects of special education as well as such aspects of general education as response to intervention are reviewed in HCOM 490, Seminar: Speech and Hearing Services in Schools (see Appendix 14). In addition, SPED 371, Exceptional Individual, provides an overview of special education.

<table>
<thead>
<tr>
<th>b)</th>
<th>Each candidate explores the works of major general and special educational theorists and reviews current research on learning and effective teaching practices and curricula. In addition, each candidate examines the use of those practices among students of differing cultures, languages, abilities, and life experiences.</th>
</tr>
</thead>
</table>

An introduction to special education is provided in SPED 371, Exceptional Individual. In addition, because clinical methods and procedures in communicative disorders are so varied, candidates explore the works of major communicative disorders researchers and appropriate clinical methods and procedures in a variety of courses, including the following:

- HCOM 476 Clinical Methods and Procedures
- HCOM 404 Communicative Disorders of the Bilingual/Multicultural Child
- HCOM 490 Seminar: Speech and Hearing Service in Schools
- HCOM 543 Seminar in Dysphagia
- HCOM 544 Seminar in Neurogenic Language and Cognitive Disorders (optional course)
- HCOM 554 Seminar in Multicultural Issues (optional course)
- HCOM 564 Seminar in Autism Spectrum Disorders (optional course)
- HCOM 571 Seminar in Fluency Disorders
- HCOM 573 Seminar in Voice Disorders
- HCOM 574 Seminar in Phonological Disorders
- HCOM 576 Seminar in Augmentative Alternative Communication
- HCOM 577 Seminar in Child Language Disorders

Finally, in HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child and the optional seminar, HCOM 554, Seminar in Multicultural Issues, candidates learn about effective practices in working with culturally/linguistically diverse populations (see Appendix 14).
c) Each candidate demonstrates knowledge and understanding of various legal mandates for equity in special education, including but not limited to, the Individuals with Disabilities Education Act (IDEA-Part B and Part H), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504").

In HCOM 490, Seminar: Speech and Hearing Services in Schools, candidates are introduced to the IDEA Act, the ADA, and the Rehabilitation Act of 1973, as well as other legal mandates (see Appendix 14). In addition, in SPED 371, Exceptional Individual, candidates are taught about IDEA 2004 and No Child Left Behind.

d) Each candidate examines ways in which the historic development and legal decisions of special education have affected individuals with varying abilities and diverse backgrounds and their families.

In HCOM 490, Seminar: Speech and Hearing Services in Schools, candidates are introduced to legislation and court cases affecting families with children of differing abilities (see Appendix 14). In HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, legislation affecting culturally diverse individuals and families is presented.

e) Each candidate demonstrates knowledge and understanding of a range of current programs and practices within a historical perspective and current issues affecting general and special education. These issues include legislation, mandates, and policies at the federal, state and local level.

In HCOM 490, Seminar: Speech and Hearing Services in Schools (see Appendix 14), candidates are introduced to issues, legislation, mandates, and policies affecting general and special education. Graduate seminars in the program, including the following, also introduce clinical practices:

HCOM 543 Seminar in Dysphagia
HCOM 544 Seminar in Neurogenic Language and Cognitive Disorders (optional course)
HCOM 554 Seminar in Multicultural Issues (optional course)
HCOM 564 Seminar in Autism Spectrum Disorders (optional course)
HCOM 571 Seminar in Fluency Disorders
HCOM 573 Seminar in Voice Disorders
HCOM 574 Seminar in Phonological Disorders
HCOM 576 Seminar in Augmentative Alternative Communication
HCOM 577 Seminar in Child Language Disorders

f) Each candidate is provided opportunities to link theory and research with practice.

Candidates participate in a variety of practica in which they are expected to apply their coursework, including the following:

HCOM 458 Clinical Practicum: Speech and Language Disorders in Children
HCOM 468 Audiology Practicum
HCOM 485 Aural Rehabilitation Practicum
HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults
HCOM 559A Advanced Clinical Practicum: Communicative Disorders
HCOM 489A Public School Practicum in Communicative Disorders
HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals

g) For an internship program, the preservice component of the program shall provide training in essential concepts and skills since interns function as fully certificated teachers.

There currently is no internship program for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.


**Standard 12**

**Educating Diverse Learners with Disabilities**

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

**Factors to Consider**

a) Each candidate demonstrates understanding and sensitivity toward cultural heritage, family and community values, and individual and group differences, including culture, ethnicity, gender, age, language, religion, socio-economic status, lifestyle and ability of diverse individuals served.

HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, is a mandatory course that provides information on diversity in terms of culture, ethnicity, and language as well as other differences (see Appendix 14). HCOM 554, Seminar in Multicultural Issues, an optional course, also provides information about culture, ethnicity, and language differences. Above and beyond the frequent diversity that candidates encounter in their other practica, candidates also obtain clinical experience with culturally diverse individuals in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals.

b) Each candidate demonstrates basic knowledge and understanding of a variety of disabilities, including etiologies, characteristics, specialized physical health care procedures and regulations related to such care, educational and social impact, educational approaches and available resources.

Students obtain information about a variety of disabilities in SPED 371, Exceptional Individual (see Appendix 14), as well as in the majority of courses in the graduate program, including the following:

HCOM 543 Seminar in Dysphagia  
HCOM 544 Seminar in Neurogenic Language and Cognitive Disorders (optional course)  
HCOM 554 Seminar in Multicultural Issues (optional course)  
HCOM 564 Seminar in Autism Spectrum Disorders (optional course)  
HCOM 571 Seminar in Fluency Disorders  
HCOM 573 Seminar in Voice Disorders  
HCOM 574 Seminar in Phonological Disorders  
HCOM 576 Seminar in Augmentative Alternative Communication  
HCOM 577 Seminar in Child Language Disorders
c) Each candidate demonstrates basic knowledge and understanding of the effect of medication on the learner and resources available to obtain current information.

Information about possible interactions of medication is presented in HCOM 542, Neurological Bases of Speech and Language. In HCOM 571, Seminar in Fluency Disorders, HCOM 573, Seminar in Voice Disorders, and HCOM 577, Seminar in Child Language Disorders, information about medication relevant to each seminar's content area is presented.

d) Each candidate exhibits knowledge of the impact of various disabilities on the provision of educational services to individuals of diverse cultural backgrounds.

HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, is a mandatory course that provides information on culturally diverse individuals with communicative disorders, as does HCOM 554, Seminar in Multicultural Issues, an optional course (see Appendix 14). Above and beyond the frequent diversity that candidates encounter in their other practica, candidates also obtain first-hand knowledge of the impact of disabilities in their clinical experience with culturally diverse individuals in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals.

e) Each candidate examines the principles of first language development and the effects of disabilities upon language and other learning, and demonstrates basic understanding of the relationship between communication, cognitive, social, and emotional development.

Information regarding first language development is included in HCOM 307, Speech and Language Development, and HCOM 577, Seminar in Child Language Disorders. The effect of disabilities on language and other learning is delineated in HCOM 352, Child Language and Phonological Disorders HCOM 577, Seminar in Child Language Disorders, and the optional seminar, HCOM 564, Seminar in Autism Spectrum Disorders (see Appendix 14). In PSYCH 361, Developmental Psychology, candidates obtain information about the relationship between cognitive, social, and emotional development.

Candidates obtain information on second language acquisition in HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child and the optional course, HCOM 554, Seminar in Multicultural Issues (see Appendix 14). In addition, they learn to work effectively with children whose primary language is other than English in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals.
e) Each candidate plans and uses instructional strategies, activities, and materials that appeal to and challenge diverse interests, utilize individual strengths, and accommodate various styles of communication and learning.

Candidates have experience in working with individuals with a variety of speech and language disorders in the following practica:

HCOM 458 Clinical Practicum: Speech and Language Disorders in Children
HCOM 468 Audiology Practicum
HCOM 485 Aural Rehabilitation Practicum
HCOM 489A Public School Practicum in Communicative Disorders
HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults
HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals
HCOM 559A Advanced Clinical Practicum: Communicative Disorders

The Practicum Evaluation Ratings Summary (see Appendix 11) also includes a number of competencies that address the ability to meet clients' interests and needs, including the following:

IV.E. Selection of therapy procedures, methods, and activities
IV.G. Appropriate and effective selection of materials
IV.I. Ingenuity in developing original techniques and materials
IV.J. Ability to modify therapy/instruction plans as needed
V.A. Sensitivity, responsiveness, and flexibility in meeting client needs
V.D. Appropriate use of therapy materials and equipment
V.E. Implementation of teaching strategies: Instruction and demonstration
V.F. Implementation of teaching strategies: Modeling, cueing, reinforcement and feedback

f) Each candidate utilizes instructional, advisement, and curricular practices that offer equitable access to program content and career options. These practices are designed to maximize the potential of diverse learners.

All of the clinical practica, with the exception of HCOM 468, Audiology Practicum, involve therapy that better enables clients to meet the demands of their environment and provides equitable access to program content and appropriate career options, if applicable. Two requirements in particular involve learning therapy techniques for individuals who may use alternative modes of communication. Candidates learn to work with individuals with hearing impairments in HCOM 485, Aural Rehabilitation Practicum, and also learn how to teach students how to utilize a variety of communication options in HCOM 576, Seminar in Augmentative Alternative Communication (see Appendix 14).
### Standard 13

**Special Education Field Experiences with Diverse Populations**

The program provides a sequence of field experiences involving a broad spectrum of interactions with diverse populations. These experiences are age and/or grade appropriate to the areas of service authorized by the credential. Each candidate participates in and reflects on a variety of activities representing different roles of special educators, including interactions with parents. Each candidate assumes other responsibilities of full-time teachers and service providers, and has at least one extended field experience, including student teaching, in a public school.

### Factors to Consider

- a) The program offers each candidate field experiences that correspond to the organizational structure and curriculum of the program.

Candidates undergo a variety of practica in a clear sequence, including the following with their prerequisites and co-requisites (courses that they may take concurrently with or prior to the practicum) (see Appendix 20):

**HCOM 458, Clinical Practicum: Speech and Language Disorders in Children**

*Prerequisites:*
- HCOM 352, Child Language and Phonological Disorders
- HCOM 476, Clinical Methods and Procedures

*Co-requisites:*
- either HCOM 574, Seminar in Phonological Disorders
- or HCOM 577, Seminar in Child Language Disorders

**HCOM 468, Audiology Practicum**

*Prerequisite:*
- HCOM 461, Audiology and Audiometry

**HCOM 485, Aural Rehabilitation Practicum**

*Prerequisites:*
- HCOM 461, Audiology and Audiometry
- HCOM 465, Aural Rehabilitation
- and either HCOM 458, Clinical Practicum: Speech and Language Disorders in Children
- or HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults

**HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults**

*Prerequisites:*
- HCOM 472, Voice and Craniofacial Disorders
- HCOM 474, Neurology and Neurogenic Communicative Disorders
- HCOM 475, Fluency Disorders
- HCOM 476, Clinical Methods and Procedures
- HCOM 542 Neurological Bases of Speech and Language
HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals

Prerequisites:
HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child
HCOM 458, Clinical Practicum: Speech and Language Disorders in Children
HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults

HCOM 559A, Advanced Clinical Practicum: Communicative Disorders

Prerequisites:
HCOM 458, Clinical Practicum: Speech and Language Disorders in Children
HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults
HCOM 543, Seminar in Dysphagia
HCOM 571, Seminar in Fluency Disorders
HCOM 573, Seminar in Voice Disorders
HCOM 574, Seminar in Phonological Disorders
HCOM 576, Seminar in Augmentative Alternative Communication
HCOM 577, Seminar in Child Language Disorders

HCOM 559B, Advanced Clinical Practicum: Communicative Disorders (optional for the preliminary credential)

Prerequisite:
HCOM 559A, Advanced Clinical Practicum: Communicative Disorders

HCOM 489A, Public School Practicum in Communicative Disorders

Prerequisites:
HCOM 458, Clinical Practicum: Speech and Language Disorders in Children
HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults
HCOM 543, Seminar in Dysphagia
HCOM 571, Seminar in Fluency Disorders
HCOM 573, Seminar in Voice Disorders
HCOM 574, Seminar in Phonological Disorders
HCOM 576, Seminar in Augmentative Alternative Communication
HCOM 577, Seminar in Child Language Disorders
Passing score on C-BEST

Co-requisite:
HCOM 490, Seminar: Speech and Hearing Service in Schools

b) Each candidate completes a graduated series of field experiences and field-related experiences that conclude with full-day teaching or other related service responsibilities authorized by the credential. These field experiences include observations and practice in a variety of education settings with students who are culturally diverse, at risk, and have varying disabilities.

As delineated in the previous response, candidates complete a graduated set of field experiences. When students enter the graduate program, the graduate advisor meets with each student and plans his or her coursework and clinical practica using the Clinical Practicum Plan (see Appendix 5) to ensure that students take relevant clinical practica concurrently or following the seminars that address the corresponding types of disorders.
Candidates also must fill out a Notice of Intent to Register form (see Appendix 20) prior to each clinical practicum they take to check that candidates have met all clinical and academic prerequisites and co-requisites for each clinical practicum. Only students who meet prerequisites and co-requisites are issued a permit to register. The Practicum Clock Hour Record Sheet and the Summary of Practicum Clock Hours are used to track the number of clinical clock hours, including the clock hours acquired with culturally/linguistically diverse candidates (see Appendix 21).

Clinical practica occur in a variety of settings. HCOM 458, Clinical Practicum: Speech and Language Disorders in Children, HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults, and HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals, are held in therapy rooms in the speech and hearing clinic. HCOM 468, Audiology Practicum, is held in the audiology suite of the speech and hearing clinic. HCOM 485, Aural Rehabilitation Practicum, is held at a variety of sites in the community. HCOM 559A, Advanced Clinical Practicum: Communicative Disorders, is held in hospitals, clinics, special schools, and junior college settings, as is HCOM 559B, Advanced Clinical Practicum: Communicative Disorders, an optional practicum for the preliminary credential. Finally, HCOM 489A, Public School Practicum in Communicative Disorders, is located in the public schools.

c) Each candidate in a special education program works with and across age/grade ranges authorized by the credential. This may include preschool, elementary, secondary, and post-secondary students with disabilities and their families. The activities may include, but not be limited to, planning meetings, student study teams, workshops, and direct parent contacts.

Candidates work with individuals across a variety of ages during the sequence of clinical practica. In HCOM 458, Clinical Practicum: Speech and Language Disorders in Children, candidates frequently work with preschoolers. In HCOM 489A, Public School Practicum in Communicative Disorders, candidates typically spend at least part of the practicum working with children in an elementary school. Care is taken to ensure that at least some of the children on candidates' caseloads are otherwise enrolled in regular education. In the same practicum, candidates can also opt to work with additional populations, such as preschool, junior high, or high school populations or individuals with severe disabilities.

Candidates can potentially obtain additional experience with children in the following practica:

- HCOM 468 Audiology Practicum
- HCOM 485 Aural Rehabilitation Practicum
- HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals
- HCOM 559B Advanced Clinical Practicum: Communicative Disorders (optional)
Finally, candidates typically obtain experience with adults in the following practica:

HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults
HCOM 559A Advanced Clinical Practicum: Communicative Disorders

d) Each candidate participates in analytical discussions, guided opportunities for reflection and a combination of experiences in diverse settings serving infants and toddlers, in pre-elementary, middle, and secondary schools, and/or adult settings that relate to coursework in the program.

As stated in the previous response, candidates have the opportunity to work with students at a variety of age levels, and clinical practica and courses include reflective discussions. In addition, three clinical competencies on the Practicum Evaluation Ratings Summary (see Appendix 11) address students' ability to be reflective, including "II. E. Interpretation of diagnostic information," "VII. A. Initiative and reflective thinking," and "VII. B. Ability to evaluate clinician and client performance."

e) Each candidate engages in consultation and collaboration with teachers, students, families, administrators, specialists and other related service and agency personnel during their field experiences.

Candidates have a classroom consultation/collaboration assignment in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14), in which they are expected to consult with and/or collaborate with a classroom teacher and other relevant personnel. In addition, in the course, candidates have an audio taped or video taped lesson assignment in which they are expected to present a collaborative lesson to a classroom or a lesson that would be appropriate for a classroom setting. Candidates are expected to participate with teachers, families, administrators, and other related personnel in IEP meetings in HCOM 489A, Public School Practicum in Communicative Disorders.

f) Each candidate in a special education program who is working on an emergency permit or waiver should have supplementary field experiences across the age/grade ranges authorized by the credential.

All candidates, whether or not on an emergency permit or waiver, must complete all clinical and academic requirements for the program and go through the same academic coursework and clinical practica. Candidates who are on an emergency permits or waivers are on them independently of the university program. They must meet all ASHA requirements for clinical supervision for clinical clock hours obtained in all external practica, i.e., 50% or greater supervision for each diagnostic and 25% or greater supervision for therapy overall.

g) For an internship program, an assessment of the internship assignment is made to determine what additional experiences need to be planned for the candidate to provide a full range of field experiences.

There currently is no internship program at California State University, Fullerton for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.
h) For an internship program, specific supplementary experiences are assigned to interns on the basis of the above assessment.

There currently is no internship program at California State University, Fullerton for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.
Standard 14

Qualifications and Responsibilities of Supervisors and Selection of Field Sites

The institution collaborates with school administrators and teachers in the selection of field sites and supervisors for the placement of candidates in the program. Throughout the course of field experience, each candidate is guided, assisted, and evaluated in relationship to each performance standard by at least one field supervisor and at least one institutional supervisor. Each field-based supervisor is
(a) certified and experienced in the area of the credential;
(b) trained in supervision;
(c) oriented to the supervisory role;
(d) appropriately evaluated and recognized by the institution; and
(e) provides a model consistent with best practice. Supervisors provide complete, accurate, and timely feedback to each candidate.

Factors to Consider

a) The program, in consultation with local administrators and teachers, has explicit criteria for the selection of sites and seeks to place candidates in settings where the curriculum and the staff develop continually.

The requirements for all clinical supervisors and master clinicians in the program include possession of a current Certificate of Clinical Competence (CCC) issued by the American Speech-Language-Hearing Association and possession of a current California license by the Speech-Language Pathology and Audiology Board in speech-language pathology or audiology based upon the type of clinical hours they will supervise. In addition, master clinicians in the schools also must have the Clinical Rehabilitative Services Credential in Language, Speech, and Hearing or the Clear Speech-Language Pathology Services Credential in Language, Speech, and Hearing. Kiyo Young, administrative support assistant II, verifies that all clinical supervisors have licensure and the CCC using the information provided on the Student/Supervisor Site List (see Appendix 22). The preliminary credential coordinator, in contacting school districts, specifies that school clinicians have the Clinical Rehabilitative Services Credential in Language, Speech, and Hearing.

b) The program periodically reviews the suitability and quality of all field sites and ensures candidates are assigned or reassigned, if necessary, to appropriate field supervisors.

In on-campus clinical practica, clinical supervisors are evaluated by candidates using the Instructor Evaluation for Clinical Practicum/Activity Courses form (see Appendix 23). The coordinator of the Communicative Disorders program reviews the part-time supervisors' evaluations after each semester and bases future hires in part upon candidates' evaluations. The candidates' evaluations of tenure-track faculty who supervise in on-campus clinical practica or coordinate off-campus practica are reviewed during the tenure and promotion process or are reviewed as part of a five-year review process that tenured faculty undergo. For HCOM 559A and B, Advanced Clinical Practicum: Communicative Disorders, and HCOM 489A, Public School Practicum in Communicative Disorders, candidates fill out the Evaluation of Advanced Clinical Practicum (see Appendix 23), and the tenure-track university coordinators of these off-
campus practica review the evaluations. Master clinicians who are poorly reviewed typically are not invited to supervise a student clinician again.

c) Each field-based supervisor has academic preparation and successful experience in teaching appropriate curriculum across age groups, is effective in communicating an understanding of individualized approaches to learning, and has remained current with changes in the profession.

Each master clinician and clinical supervisor has his or her Certificate of Clinical Competence (CCC) and license from the Speech-Language Pathology and Audiology Board. To obtain these, the master clinician has had to undergo and pass a year-long period of observation and evaluation by another speech-language pathologist with the same qualifications and must stay current in the profession by taking continuing education units to retain both. In addition, master clinicians and clinical supervisors are evaluated by the candidates to ensure that they are effective master clinicians.

d) Each field-based supervisor demonstrates skills in observation, coaching techniques and ways of fostering learning in children and youth with disabilities.

As previously stated, master clinicians and clinical supervisors have undergone evaluation and observation for a year beyond their completion of schooling during their Clinical Fellowship Year for the Certificate of Clinical Competence and their Required Professional Experience for licensure by the Speech-Language Pathology and Audiology Board. In addition, as previously stated, master clinicians and clinical supervisors are evaluated regularly by candidates. On-campus supervisors are evaluated for the following on the Instructor Evaluation for Clinical Practicum/Activity Courses (see Appendix 23):

8. The instructor seemed to have the appropriate knowledge and background necessary to understand the clinical experiences I had in this practicum.
9. The instructor provided feedback and assistance, when needed, on the clinical experiences I had in this practicum.
10. The instructor encouraged growth in my ability to set my own learning objectives and to think independently.

Master clinicians in HCOM 489A, Public School Practicum in Communicative Disorders, and HCOM 559A and B, Advanced Clinical Practicum: Communicative Disorders, master clinicians are evaluated for the following on the Evaluation of Advanced Clinical Practicum (see Appendix 23):

6. Fulfilled observation commitment to student.
7. Evidenced knowledge of communication disorder for which supervision was provided.
8. Served as a resource person in supplementing theoretical information with practical suggestions regarding clinical activities.
12. Areas of weakness communicated to student with suggestions for improvement.
13. Areas of strength communicated to student.
14. Suggestions regarding clinical activities accompanied by the rationale governing them.
15. Evidenced a willingness to permit a variety of valid procedures within the framework of broadening the student's experience without jeopardizing client's performance.
16. Written and verbal comments included both positive and negative feedback regarding all aspects of clinical functioning.
17. Exhibited fairness in evaluating in-session performance.
19. Exhibited flexibility in all aspects of clinical supervision.
20. Procedures explained for writing and submitting diagnostic reports and/or evaluation.

Candidates receive guidance and feedback on a regular basis throughout the program in their clinical practica. Direct supervision occurs during no less than 50% of each assessment session and no less than 25% of the time during therapy in all clinics. Feedback is given on at least a weekly basis in HCOM 458, Clinical Practicum: Speech and Language Disorders in Children, HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults, and HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals. Day-to-day feedback may be less formal in other practica, but candidates in the preceding practica and in HCOM 559A and 559B, Advanced Clinical Practicum: Communicative Disorders and HCOM 489A, Public School Practicum in Communicative Disorders, complete the Practicum Evaluation Ratings Summary midway through the semester and at the end of the semester. University coordinators visit once or twice per semester in HCOM 489A, Public School Practicum in Communicative Disorders, and HCOM 559A and B, Advanced Clinical Practicum: Communicative Disorders. In addition, on-campus clinical supervisors and coordinators of off-campus practica are evaluated by candidates on the Instructor Evaluation for Clinical Practicum/Activity Courses (see Appendix 23) for the following relevant competencies:

5. My work was evaluated fairly.
9. The instructor provided feedback and assistance, when needed, on the clinical experiences I had in this practicum.
10. The instructor encouraged growth in my ability to set my own learning objectives and to think independently.

Off-campus master clinicians are evaluated by candidates on the Evaluation of Advanced Clinical Practicum (see Appendix 23) for the following relevant competencies:

8. Served as a resource person in supplementing theoretical information with practical suggestions regarding clinical activities.
12. Areas of weakness communicated to student with suggestions for improvement.
13. Areas of strength communicated to student.
14. Suggestions regarding clinical activities accompanied by the rationale governing them.
16. Written and verbal comments included both positive and negative feedback regarding all aspects of clinical functioning.
17. Exhibited fairness in evaluating in-session performance.

f) Information is given to each candidate about his or her performance that accurately describes the candidate's strengths and needs, and includes specific, constructive suggestions for improvement.

The Practicum Evaluation Ratings Summary (see Appendix 11) that is used to evaluate candidates' clinical performance in all practica but HCOM 468, Audiology Practicum, which uses another version of the form (see Appendix 11), includes ratings for 52 clinical competencies. At candidates' midterm evaluations, there is an option for including three clinical goals and plans for reaching the clinical goals by the end of the semester. If candidates receive a rating of 3 or lower on a scale of 1 to 7 on a clinical competency, formulation of a goal and a plan is mandatory on the midterm evaluation. In addition, on-campus supervisors and off-campus coordinators are evaluated by candidates on the Instructor Evaluation for Clinical Practicum/Activity Courses (see Appendix 23) and off-campus master clinicians are evaluated by candidates on the Evaluation of Advanced Clinical Practicum on the competencies delineated for the previous factor.

g) The program recognizes and rewards field-based supervisors for their services, through incentives such as tuition credits or instructional materials.

Clinical supervisors who work on campus are paid as regular full-time or part-time faculty. Master clinicians who are master clinicians for HCOM 489A, Public School Practicum in Communicative Disorders, have $100 sent to their districts for each full-time placement for a semester.

h) For an internship program, the employing school district assures the college or university that a field-based supervisor is available for each intern in the employing agency.

There currently is no internship program at California State University, Fullerton for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.
Standard 15
Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self-advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

Factors to Consider

a) Each candidate demonstrates the ability to design and implement a learning environment that promotes positive student behavior and encourages active participation by learners in a variety of learning activities and settings.

Instruction and guided opportunities to establish appropriate student learning environments are available during all clinical practica. In addition, information on behavior modification is presented in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14). Finally, information on creating a positive learning environment for children on the autistic spectrum will be presented in the optional seminar, HCOM 564, Seminar in Autistic Spectrum Disorders.

b) Each candidate demonstrates the ability to establish learning environments that accommodate the diverse physical, emotional, cultural and linguistic needs of students.

The Practicum Evaluation Ratings Summary (see Appendix 11) for most practica includes a number of competencies related to the ability to establish effective learning environments, including the following:

I. C. Ability to establish rapport with client and family
IV. A. Ability to determine appropriate and realistic goals and objectives using relevant theoretical frameworks and research
IV. B. Ability to include the client, community and significant others in developing program goals and objectives
IV. E. Selection of therapy procedures, methods, and activities
V. A. Sensitivity, responsiveness, and flexibility in meeting client needs

c) Each candidate applies knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology.

The Practicum Evaluation Ratings Summary (see Appendix 11) for most practica includes a number of competencies related to the ability to establish effective learning environments, including the previous competencies and the following:

IV. G. Appropriate and effective selection of materials
V. B. Ability to manage behavior
V. D. Appropriate use of therapy materials and equipment
V. I. Effective use of time

d) Each candidate demonstrates the ability to design, structure, and manage daily classroom routines, including transition time.

As therapy sessions are somewhat different from classroom routines, the skills that candidates need may be somewhat different from those needed by a classroom teacher. However, the Practicum Evaluation Ratings Summary (see Appendix 11) for most practica includes evaluation of the following: "V. E. Implementation of teaching strategies: instruction and demonstration," and "V. F. Implementation of teaching strategies: modeling, cueing, reinforcement and feedback."

e) Each candidate demonstrates the ability to identify students' individual communication styles and abilities and to modify the learning environment to meet their communication needs.

Candidates obtain information about differences in students' communication styles and abilities in many of the courses in the curriculum, particularly the following classes: HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child (see Appendix 14); HCOM 576, Seminar in Augmentative Alternative Communication; HCOM 465, Aural Rehabilitation; and HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals. In addition, the Practicum Evaluation Ratings Summary (see Appendix 11) for most practica includes the following competencies:

IV. A. Ability to determine appropriate and realistic goals and objectives using relevant theoretical frameworks and research
IV. B. Ability to include the client, community and significant others in developing program goals and objectives
IV. C. Ability to develop realistic objectives for future sessions
IV. J. Ability to modify therapy/instruction plans as needed

f) Each candidate demonstrates ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback.

The Practicum Evaluation Ratings Summary for most practica (see Appendix 11) measures a variety of relevant competencies, including:

IV. E. Selection of therapy procedures, methods, and activities
IV. G. Appropriate and effective selection of materials
V. B. Ability to manage behavior
V. D. Appropriate use of therapy materials and equipment
g) Each candidate is knowledgeable about the components of positive behavior management plans and the techniques of positive behavior intervention.

Information on behavior modification is presented in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14), and candidates are rated on their ability to manage behavior on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) on the competency of "V.B. Ability to manage behavior." Information on creating a positive learning environment for children on the autistic spectrum will be presented in the optional seminar, HCOM 564, Seminar in Autistic Spectrum Disorders.

h) Each candidate demonstrates and understanding of the purpose and process of behavior management approaches such as reinforcement theory, functional analysis assessments, positive behavioral support, and social and interpersonal techniques to manage behavior.

Information on behavior modification is presented in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14), and candidates are rated on their ability to manage behavior on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) on the competency of "V.B. Ability to manage behavior."

i) Each candidate demonstrates knowledge of the legal limitations and responsibilities of educators in dealing with acting out and/or violent behaviors as well as other inappropriate behavioral excesses of students.

Information on behavior modification is presented in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14). Techniques for dealing with inappropriate behavior are presented in the clinical practica and in HCOM 490. In addition, candidates are rated on their ability to manage behavior on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) on the competency of "V.B. Ability to manage behavior."

j) Each candidate demonstrates ability to effectively manage and respond to student conduct in individual, small group and/or large group activities as appropriate to the credential, and demonstrates the ability to identify and defuse situations that may lead to conflict or violence.

Information on behavior modification is presented in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14). Techniques for dealing with inappropriate behavior are presented in the clinical practica and in HCOM 490. Candidates learn to manage behavior in groups in HCOM 489A, Public School Practicum in Communicative Disorders. In addition, candidates are rated on their ability to manage behavior on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) on the competency of "V.B. Ability to manage behavior."

k) Each candidate demonstrates knowledge of techniques that promote self advocacy for individuals with disabilities and that encourage personal and social responsibility and independence.

A key element of the clinical practica is teaching candidates how to help students maximize their ability to independently communicate their wants and needs at whatever level that is relevant and appropriate. In particular, HCOM 576, Seminar in
Augmentative Alternative Communication (see Appendix 14), involves candidates in working with augmentative/alternative communication systems to learn how to enable clients to be more independent.
Standard 16

Effective Communication and Collaborative Partnerships

Each candidate demonstrates the ability to collaborate and communicate effectively with: (1) individuals with disabilities and their parents, other family members and primary caregivers, (2) school administrators, general and special education teachers, specialists, paraprofessionals, and (3) community agency and related service personnel. The candidate works in partnership to design, implement, and evaluate integrated services that reflect transitional stages across the life span for all learners.

Factors to Consider

a) Each candidate demonstrates knowledge of the concepts and processes effective in building networks for individuals with disabilities.

In HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14), candidates are introduced to parents and other professionals involved with students with communicative disorders. In HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, and HCOM 577, Seminar in Child Language Disorders, candidates are given information about working with parents. Finally, the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) measures the following relevant competencies, including:

I. C. Ability to establish rapport with client and family
IV. B. Ability to include the client, community, and significant others in developing program goals and objectives

b) Each candidate communicates effectively as a member of a team with individuals with disabilities, administrators, teachers, related service personnel and family members, including non-family caregivers. Each candidate also participates in site meetings, parent conferences and other activities involving schools and community agencies.

Candidates do speech-language evaluations of children and participate in I.E.P. meetings as a member of I.E.P. teams in HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14). They also are encouraged to attend student study team meetings. Finally, the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) measures the following competencies relevant to communicating with clients and others, including:

I. C. Ability to establish rapport with client and family
IV. B. Ability to include the client, community, and significant others in developing program goals and objectives
c) Each candidate works together with the individual, family members, friends and relevant agencies for long-term planning of educational and community services, with attention to personal priorities, concerns, and needed resources.

Candidates do speech-language evaluations of children and participate in I.E.P. meetings as a member of the I.E.P. team in HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14). In addition, the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) includes the following competency relevant to long-term planning: “IV. B. Ability to include the client, community, and significant others in developing program goals and objectives.”

d) Each candidate consults with specialized health care and nursing specialists in the provision of services to individuals with disabilities.

Candidates consult with specialized health care and nursing specialists as needed in HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14) and HCOM 559A: Advanced Clinical Practicum: Communicative Disorders.

e) Each candidate demonstrates the ability to guide and facilitate the work of paraprofessionals, peer tutors, interpreters, and volunteers within the context of the learning environment.

Candidates are given information about working with interpreters in HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, and HCOM 554, Seminar in Multicultural Issues (see Appendix 14). Candidates are provided information about working with speech-language pathology assistants in HCOM 490, Seminar: Speech and Hearing Services in Schools. Many candidates also work with interpreters in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals, and/or HCOM 489A, Public School Practicum in Communicative Disorders.
Standard 17

Assessment, Curriculum and Instruction

Each candidate demonstrates knowledge of basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Each candidate demonstrates appropriate use of principles and strategies for planning, recommending services, and implementing instruction, including the use of supplementary aids, services, and technology for individuals with disabilities.

Factors to Consider

a) Each candidate defines key assessment concepts and terminology and identifies the steps in the assessment process and the roles that parents, students, and professionals play on the multidisciplinary assessment team.

Candidates must take 10 KASA comprehensive examinations (see Appendix 9) while they are in graduate school covering the following areas: 1) articulation; 2) fluency; 3) voice and resonance; 4) receptive and expressive (developmental) language; 5) receptive and expressive (acquired) language; 6) social aspects of communication; 7) modalities of communication; 8) swallowing; 9) hearing; and 10) cognitive aspects of communication. In each of these examinations, candidates are given one or more case studies and are asked how to assess the individual presented in the case study. In addition, in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14), the roles of parents, students, and professionals are discussed. Candidates must also demonstrate clinical competency on the following relevant clinical skills on the Practicum Evaluation Ratings Summary for most practica (Appendix 11):

I. B. Ability to effectively ask interview questions
II. A. Selection of diagnostic tools
II. C. Administration of screening, standardized, and non-standardized assessment measures
II. E. Interpretation of diagnostic information
III. Diagnostic report writing skills
IV. A. Ability to determine appropriate and realistic goals and objectives using relevant theoretical frameworks and research

b) Each candidate demonstrates the understanding and appropriate use of a variety of assessments, including norm referenced and criterion referenced tests. In addition, each candidate demonstrates understanding and use of alternative measures such as formative, and summative evaluations, work samples, observations, portfolios, curriculum-based, and ecological assessments.

The use of a variety of formal and/or informal assessment tools is discussed in virtually every seminar in the graduate program and in HCOM 476, Clinical Methods and Procedures (see Appendix 14). Candidates have a standardized test assignment in HCOM 476. In addition, such school-based assessments as work samples, observations, portfolios, and curriculum-based assessments are discussed in HCOM 490, Seminar: Speech and Hearing Services in Schools and HCOM 577, Seminar in Child Language
Disorders. Finally, candidates must demonstrate the relevant clinical competencies delineated in the response to the previous factor in their clinical practica.

c) Each candidate demonstrates knowledge and skills in assessment techniques and tools appropriate for individuals with diverse backgrounds and varying language, communication and cognitive abilities.

Candidates demonstrate the previously mentioned clinical competencies with multilingual/multicultural students in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (see Appendix 14).

d) Each candidate demonstrates the ability to develop, modify and implement instruction based on assessment information and to use instruction for diagnostic purposes.

A variety of clinical competencies on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) address these skills, including the following:

IV. A. Ability to determine appropriate and realistic goals and objectives using relevant theoretical frameworks and research
IV. C. Ability to develop realistic objectives for future sessions
IV. E. Selection of therapy procedures, methods, and activities
IV. J. Ability to modify therapy/instruction plans as needed
IV. K. Utilization of supervisor suggestions for modifying goals or techniques

e) Each candidate designs and implements effective lesson plans in which the instructional objectives, teaching strategies and materials are coordinated and consistent with each other.

A variety of clinical competencies on the Practicum Evaluation Ratings Summary Form for most practica (see Appendix 11) address these skills, including the following:

IV. F. Ability to write clear descriptions of session procedures/materials
IV. I. Ingenuity in developing original techniques and materials
V. D. Appropriate use of therapy materials and equipment
V. E. Implementation of teaching strategies: Instruction and demonstration
V. F. Implementation of teaching strategies: Modeling, cueing, reinforcement and feedback

f) Each candidate demonstrates the ability to present lessons across a range of instructional settings in which concepts, skills, or topics are taught fully and sequenced effectively.

Candidates are evaluated for the competencies on the Practicum Evaluation Ratings Summary (see Appendix 11) in the relevant KASA examination areas for the following relevant clinical skills, "V.E. Implementation of teaching strategies: Instruction and demonstration," and "V.F. Implementation of teaching strategies: Modeling, cueing, reinforcement and feedback." In addition, the following clinical practica occur in a variety of settings. HCOM 458, Clinical Practicum: Speech and Language Disorders in Children, HCOM 558A, Clinical Practicum: Speech and Language Disorders in Adults, and HCOM 558C, Clinical Practicum: Communicative Disorders in
Bilingual/Multicultural Individuals, are held in therapy rooms in the speech and hearing clinic. HCOM 559A, Advanced Clinical Practicum: Communicative Disorders, is held in hospitals, clinics, special schools, and junior college settings, as is HCOM 559B, Advanced Clinical Practicum: Communicative Disorders (which is an optional clinic). Finally, HCOM 489A, Public School Practicum in Communicative Disorders, is located in the public schools.

g) Each candidate demonstrates the ability to select, implement, monitor and modify instructional programs to accommodate the needs of individual students across a range of instructional settings.

Candidates are evaluated for the following relevant clinical competencies on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11):

   IV.E. Selection of therapy procedures, methods, and activities
   IV. I. Ingenuity in developing original techniques and materials
   IV. J. Ability to modify therapy/instruction
   V. A. Sensitivity, responsiveness, and flexibility in meeting client needs

h) Each candidate plans curriculum which incorporates the cultures and experiences of the learners served.

Candidates meet the Practicum Evaluation Ratings Summary (see Appendix 11) skills for most practica outlined for the preceding factor for culturally diverse clients in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (see Appendix 14).

i) Each candidate applies a variety of appropriate strategies for assessing student progress. These strategies may include critical evaluations of performances by groups and individuals, research exercises, technological record keeping, and oral interviews.

Candidates meet the following skills for the Practicum Evaluation Ratings Summary for most practica (see Appendix 11), "VIII. B. Dependability: Paperwork," and "VIII. C. File maintenance/record keeping."

j) Each candidate analyzes, compares, and evaluates the roles of relevant technology for use in ongoing assessments and instruction.

Candidates have experience with technology related to augmentative/alternative communication in HCOM 576, Seminar in Augmentative Alternative Communication (see Appendix 14).

k) Each candidate examines factors that affect all stages of development in the life of an individual with disabilities to assist in the recognition, planning for, and adjustment to transitional life issues for the individual and the family.

Undergraduate and graduate coursework address the issues of speech-language disorders from birth through old age, including in the following courses:
HCOM 242 Introduction to Communicative Disorders
HCOM 352 Child Language and Phonological Disorders
HCOM 404 Communicative Disorders of the Bilingual/Multicultural Child
HCOM 465 Aural Rehabilitation
HCOM 472 Voice and Craniofacial Disorders
HCOM 474 Neurology and Neurogenic Communicative Disorders
HCOM 475 Fluency Disorders
HCOM 476 Clinical Methods and Procedures
HCOM 490 Seminar: Speech and Hearing Service in Schools
HCOM 543 Seminar in Dysphagia
HCOM 544 Seminar in Neurogenic Language and Cognitive Disorders (optional course)
HCOM 554 Seminar in Multicultural Issues (optional course)
HCOM 564 Seminar in Autism Spectrum Disorders (optional course)
HCOM 571 Seminar in Fluency Disorders
HCOM 573 Seminar in Voice Disorders
HCOM 574 Seminar in Phonological Disorders
HCOM 576 Seminar in Augmentative Alternative Communication
HCOM 577 Seminar in Child Language Disorders

Courses address the life issues for individuals and families that correspond to the age and the background of the clients studied in each of the courses. For example, HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child, includes information on working with family members who do not speak English. In contrast, HCOM 544, Seminar in Neurogenic Language and Cognitive Disorders, focuses more on communication issues of elderly clients who have had strokes and may need assistance in improving communication with other family members.
Standard 18

Determination of Candidate Competence

Each program designs and implements a process for determining candidate competence which includes a system for determining each candidate's ability to demonstrate knowledge and perform skills in field experience as reflected in Categories I, II, and III. Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine that the candidate has satisfied each professional standard. The recommendation is based on thorough documentation and written verification by at least one field supervisor or site administrator and one institutional supervisor. An institutional representative assists the candidate in establishing direction for the individual Level II professional credential induction plan.

Factors to Consider

a) The program uses a candidate-based assessment process that requires each candidate to demonstrate competence in core and credential-specific standards.

A number of measures are used to assess candidates' progress throughout the program (see Figure 1). Candidates must maintain a grade point average of 3.0 or higher in all coursework and in the ten courses they have selected for their Graduate Study Plan (see Appendix 6). They go on probation if their grade point average drops below that level.

Candidates also take ten KASA comprehensive examinations, each lasting approximately 2 ½ hours, during the graduate program (see Appendix 9). These ten examinations cover knowledge and skills required by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence. The examinations cover the following: 1) articulation; 2) fluency; 3) voice and resonance; 4) receptive and expressive (developmental) language; 5) receptive and expressive (acquired) language; 6) social aspects of communication; 7) modalities of communication; 8) swallowing; 9) hearing; and 10) cognitive aspects of communication. Candidates are given the majority of the questions on the examinations ahead of time to study with the exception of case studies.

Faculty members who teach and/or are experts in the specific content of an examination are designated the first readers of the exams. They read the examinations blind. Questions failed by the first reader of the exam are read blind by a second faculty reader who additionally is given passed answers to the failed questions as a foil. If the two readers both fail a student on a question, the student fails. If the second reader passes a question that was failed by the first reader, the two readers conference and come to a decision about the question. If the question is deemed failed, the candidate is directed to contact the first reader, who then assigns the candidate a remedial activity for the question, such as clarifying ambiguous information on the question or rewriting the question with additional information. When the candidate has successfully completed the assigned remedial activity, the first reader signs off on the Failed Competency Completion Form for KASA Competency Exam (see Appendix 10).

In addition, candidates must pass all clinical practica with a "B" or higher or a grade of "Credit." To obtain a grade of "B" or higher, they must score an average of 4.96 or
higher on the 7-point evaluation scale of the Practicum Evaluation Ratings Summary Form (and have no individual ratings on any of the 52 listed clinical skills below a 4 (see Appendix 11). This form is used for all practica with the exception of HCOM 468, Audiology Practicum, which uses another version of the form (see Appendix 11). To obtain a grade of "Credit," in HCOM 485, Aural Rehabilitation Practicum, and HCOM 489A, Public School Practicum in Communicative Disorders, candidates must have 25 or more items with ratings of 5 or better and no rating less than 4.

Candidates additionally must demonstrate competency in the 52 listed clinical skills on the Practicum Evaluation Ratings Summary (see Appendix 11) in each of the ten areas that were evaluated by KASA comprehensive examinations with the exception of hearing, which includes 35 of the 52 clinical skills and an additional 9 skills in hearing screening and referral. Typically, this competency is demonstrated through diagnostics and therapy with clients in the clinical practica. However, in cases where a candidate has not been able to obtain experience with a client in one of the relevant KASA areas, the candidate takes HCOM 599, Independent Graduate Research, and meets with the faculty member who teaches the corresponding KASA area. The candidate participates in an activity, such as a simulation or case study, in which he or she can demonstrate the required clinical competence. When the candidate has demonstrated clinical competency on the required assignment, the faculty member signs off on the Clinical Competency Completion Form (see Appendix 12) and gives it to Kiyo Young, administrative support assistant II, in the clinic, and the candidate is given credit for having demonstrated the corresponding clinical competencies.

There are a few additional assessments that occur at various points during the graduate program in addition to the usual assessments in graduate classes (see Figure 1). In HCOM 501, Seminar in Speech-Language Pathology, candidates must obtain a passing score of 80% or above on a test of the code of ethics of the American Speech-Language-Hearing Association (see Appendix 13). In addition, candidates must obtain a grade of "B" or higher on a collaborative/consultation assignment in HCOM 490, Seminar: Speech and Hearing Services in Schools (see Appendix 14) and on a diversity assignment in the same class (see Appendix 15). Candidates also must earn a score of 4 or higher on a 6-point scale on a writing assignment in HCOM 500, Research in Speech Communication (see Appendixes 14 and 16).

Assessment at the end of the Communicative Disorders program for the preliminary credential includes completion of a minimum of 62 semester units (including 9 units of additional undergraduate classes), satisfactory rating on all 10 KASA comprehensive examination questions, completion of all clinical practica with a "B" or higher rating or a "Credit" rating, and completion of all 52 clinical skills on the Practicum Evaluation Ratings Summary for each of the ten KASA examination areas with the exception of hearing.
a) There is a systematic summative assessment by at least one field supervisor or site administrator and one institutional supervisor of each candidate's performance. This assessment encompasses the skills and knowledge necessary for professional competence and is based on documented procedures or instruments that are clear, fair, and effective.

Given the nature of the Communicative Disorders program, and the diversity and large number of clinical practica, the candidates' clinical skills are evaluated by a variety of clinical supervisors and master clinicians throughout the program.

The following clinical practica are mandatory for the preliminary credential, occur in the speech and hearing clinic on campus, and are supervised by clinical supervisors who are full- or part-time faculty members:

HCOM 458 Clinical Practicum: Speech and Language Disorders in Children (3 units)
HCOM 468 Audiology Practicum (1 unit)
HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults (3 units)
HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (3 units) (required only for the preliminary credential)

The following clinical practica, with the exception of HCOM 559B, are also mandatory for the preliminary credential. In these practica, candidates are normally placed off campus in hospitals, clinics, or schools, based upon the practicum, and have as a master clinician an employee of the practicum site. The master clinicians are supervised by an on-campus practicum coordinator who is a full-time faculty member.

HCOM 485 Aural Rehabilitation Practicum (1 unit)
HCOM 489A Public School Practicum in Communicative Disorders (4 units) (required only for the preliminary credential)
HCOM 559A Advanced Clinical Practicum: Communicative Disorders (3 units)
HCOM 559B Advanced Clinical Practicum: Communicative Disorders (1-3 units) (optional for the preliminary credential)

Candidates must pass all clinical practica with a "B" or higher or a grade of "Credit." To obtain a grade of "B" or higher, they must score an average of 4.96 or higher on the 7-point evaluation scale of the Practicum Evaluation Ratings Summary Form and have no individual ratings on any of the 52 listed clinical skills below a 4 (see Appendix 11). This form is used for all practica with the exception of HCOM 468, Audiology Practicum, which uses another version of the form (see Appendix 11). To obtain a grade of "Credit" in HCOM 485, Aural Rehabilitation Practicum, and HCOM 489A, Public School Practicum in Communicative Disorders, candidates must have 25 or more items with ratings of 5 or better and no rating less than 4.

In addition to demonstrating competency on each of the clinical practica, candidates must demonstrate competency, as demonstrated by a score of 4 or higher, on each of the 52 listed clinical skills in each of the ten KASA examination areas with the exception of hearing. Consequently, the systematic summative assessment of each candidate’s clinical skills is comprised of the ratings from a number of different clinical practica and
includes input from on-campus clinical supervisors, off-campus master clinicians, and practicum coordinators.

c) One or more persons responsible for the program recommends candidates for credentials on the basis of all available information on each candidate's competence and performance.

The coordinator of the Communicative Disorders program reviews all of the candidate's clinical ratings for each of the relevant KASA examination areas and all other graduation requirements and determines if the candidate has met all initial requirements for the American Speech-Language-Hearing Association's Certificate of Clinical Competence and licensure by the Speech-Language Pathology and Audiology Board. The coordinator of the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing, then checks the candidate's KASA site (see Appendix 8) for completion of all clinical and comprehensive exam requirements and the candidate's transcripts online for completion of all academic requirements.

d) A culminating evaluation serves as a summary of the Level I program and establishes direction for the candidate's Level II professional credential induction plan for preliminary specialist credential holders and continuing professional growth for services credential holders.

At the time of this writing, California has adopted legislation for Preliminary and Clear Speech-Language Pathology Services Credentials in Language, Speech, and Hearing under AB 2837. For candidates wishing to obtain the preliminary credential, Dr. Terry Saenz checks candidates’ online transcripts for completion of all academic requirements. In addition, she checks the candidates’ online KASA sites for completion of all KASA requirements, both clinical and academic (see Appendix 8). She also is able to check requirements for candidates seeking the Clear Credential in Speech-Language Pathology who have completed the requirements for the preliminary credential as well as a Clinical Fellowship Year and/or Required Professional Experience. The Communicative Disorders program also offers a type of culminating evaluation for individuals who wish to obtain California licensure by the Speech-Language Pathology and Audiology Board and the Certificate of Clinical Competence by the American Speech-Language-Hearing Association.

e) For an internship program, the knowledge and skills that candidates are expected to attain prior to internship responsibilities address all the Standards in Category III.

There currently is no internship program at California State University, Fullerton for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.

f) For an internship program, professional coursework and the intern support system continue to address Categories III, IV, and V standards throughout the internship.

There currently is no internship program at California State University, Fullerton for candidates for the Preliminary Speech-Language Pathology Services Credential in Language, Speech, and Hearing.
STANDARDS FOR THE PRELIMINARY SPEECH-LANGUAGE PATHOLOGY SERVICES CREDENTIAL IN LANGUAGE, SPEECH, AND HEARING

Standard 19

Speech, Language, and Hearing Mechanism

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

Factors to Consider

a) Each candidate demonstrates understanding of the anatomy, physiology, and neurology of the speech, language, and hearing mechanisms.

A number of classes address anatomy, physiology, and neurology, including the following:

HCOM 344 Anatomy and Physiology of Speech and Hearing
HCOM 474 Neurology and Neurogenic Communicative Disorders
HCOM 542 Neurological Bases of Speech and Language

b) Each candidate exhibits knowledge of the physical basis and processes of the production and perception of speech, language, and hearing.

HCOM 350, Speech and Hearing Science, addresses the physical basis and processes of the production and perception of speech, language, and hearing.

c) Each candidate demonstrates comprehension of the acoustics or physics of sound, physiologic and acoustic phonetics, perceptual processes, and psychoacoustics involved in speech and hearing.

HCOM 350, Speech and Hearing Science, addresses the above information.
Standard 20  
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.

Factors to Consider

a) Each candidate demonstrates knowledge of issues pertaining to normal and abnormal human development and behavior across the life span.

PSYCH 361, Developmental Psychology (see Appendix 14), a required course for the preliminary credential, addresses normal and abnormal human development and behavior across the life span. SPED 371, Exceptional Individual (see Appendix 14), is also required for the preliminary credential and delineates the characteristics of individuals with exceptionalities. HCOM 307, Speech and Language Development, and HCOM 577, Seminar in Child Language Disorders, describe the normal speech and language development of children. HCOM 352, Child Language and Phonological Disorders, and HCOM 577, Seminar in Child Language Disorders, detail the speech and language characteristics and development of children with speech and language disorders.

In addition, the following are required courses that include information about normal and abnormal human speech-language behavior across the life span.

HCOM 404 Communicative Disorders of the Bilingual/Multicultural Child
HCOM 465 Aural Rehabilitation
HCOM 472 Voice and Craniofacial Disorders
HCOM 474 Neurology and Neurogenic Communicative Disorders
HCOM 475 Fluency Disorders
HCOM 490 Seminar: Speech and Hearing Service in Schools
HCOM 543 Seminar in Dysphagia
HCOM 571 Seminar in Fluency Disorders
HCOM 573 Seminar in Voice Disorders
HCOM 574 Seminar in Phonological Disorders
HCOM 576 Seminar in Augmentative Alternative Communication

b) Each candidate exhibits understanding of the linguistic, psycholinguistic, and cultural variables related to the normal development of speech, language, and hearing.

HCOM 307, Speech and Language Development, addresses the linguistic and psycholinguistic variables related to the normal development of speech, language, and hearing. HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child (see Appendix 14), delineates the linguistic, psycholinguistic, and cultural variables related to bilingual and bidialectal language development. An elective graduate course, HCOM 554, Seminar in Multicultural Issues (see Appendix 9), also includes information on the
linguistic, psycholinguistic, and cultural variables related to bilingual and bidialectical language development.

c) Each candidate demonstrates comprehension of second language acquisition and linguistic and dialectical variation.

HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child (see Appendix 14), addresses second language acquisition and linguistic and dialectical variation, as does HCOM 554, Seminar in Multicultural Issues, an optional graduate course (see Appendix 14).
Standard 21

Clinical Experience

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

Factors to Consider

a) Each candidate's clinical experience includes individuals of a variety of ages (birth to twenty-two years) and cultural/linguistic backgrounds.

Candidates work with individuals across a variety of ages during the sequence of clinical practica. In HCOM 458, Clinical Practicum: Speech and Language Disorders in Children, candidates frequently work with preschoolers. In HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14), candidates typically spend at least part of the practicum working with children in an elementary school. Care is taken to ensure that at least some of the children on the candidate's caseload are otherwise in regular education. In the same practicum, candidates also can opt to work with additional populations, such as the preschool, junior high, or high school populations or children with severe disabilities.

Candidates can potentially obtain additional experience with children in the following practica:

HCOM 468 Audiology Practicum
HCOM 485 Aural Rehabilitation Practicum
HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals
HCOM 559B Advanced Clinical Practicum: Communicative Disorders (optional)

In addition, candidates typically obtain experience with adults in the following practica:

HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults
HCOM 559A Advanced Clinical Practicum: Communicative Disorders

Finally, candidates obtain experience with multilingual/multicultural clients who may be adults or children in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals.

b) Each candidate's clinical experience includes both individual and group contact in the school setting.

In HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14), candidates are introduced to performing therapy with children in groups. However, candidates also perform diagnostics, and frequently, therapy, with individual children. In addition, candidates work primarily with individual clients in other clinical practica.
The different clinical practica provide an opportunity for a working with both children and adults with differing types and levels of severity of communicative disorders. In fact, candidates are expected to demonstrate clinical competency in the different types of speech/language disorders covered by the relevant KASA examination areas. Whenever possible, candidates demonstrate clinical competence with actual clients for each of the KASA clinical skills for each of the different types of speech/language disorders (see Appendix 11). In cases in which candidates have not had the opportunity to work with a client with a specific type of communication disorder, they take HCOM 599, Independent Graduate Research, and complete an assignment to demonstrate clinical competency to the professor on the faculty who specializes in the particular speech/language disorder area.

The following is a list of clients typical of each practicum:

HCOM 458 Clinical Practicum: Speech and Language Disorders in Children  
Therapy with preschoolers with developmental language or articulation/phonological disorders

HCOM 468 Audiology Practicum
Hearing screenings of individuals of any age

HCOM 485 Aural Rehabilitation Practicum
Therapy for individuals of any age who have hearing losses

HCOM 489A, Public School Practicum in Communicative Disorders
Diagnostics and therapy for children in the public schools, including developmental language and articulation/phonological disorders, frequently, fluency and voice disorders, and often, children requiring augmentative communication and/or aural rehabilitation

HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults  
Therapy of various types with adults

HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals
Diagnostics and therapy with children and/or adults that potentially include any aspect of speech/language pathology as well as accent modification

HCOM 559A/B Advanced Clinical Practicum: Communicative Disorders
Diagnostics and therapy with clients of all ages, depending on what candidates need in order to provide experience across the lifespan. The practica frequently specializes in dysphagia and aphasia but also potentially specializes in a variety of speech-language disorders with adults in college settings
d) Each candidate's clinical experience includes the collection of relevant information regarding past and present status and family and health history.

The following clinical competencies on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) are relevant to interviewing clients:

I.A. Ability to develop appropriate interview and/or counseling questions
I.B. Ability to effectively ask interview questions
I.C. Ability to establish rapport with client and family
I.D. Appropriateness and effectiveness of clinician sharing and problem solving
I.E. Organization and professionalism during client/family interviews
I.F. Pacing and interaction during client/family interviews and counseling sessions
I.G. Level of cultural sensitivity and responsiveness during client/family interviews

e) Each candidate's clinical experience includes participation in Individualized Education Plans, Individualized Family Service Plans (IFSP), and similar procedures. This includes participation in collaboration and consultation with classroom teachers and other school personnel.

In HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14), candidates participate in Individualized Education Plans and are encouraged to participate in Student Study Team meetings. If they serve young children in their practicum, they may participate in IFSPs. In HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14), which is typically taken concurrently with HCOM 489A, students have a collaboration/consultation assignment involving classroom teachers.

f) Each candidate's clinical experience includes application of nonbiased assessment and appropriate treatment techniques for multilingual/multicultural populations.

In HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (see Appendix 14), candidates use least biased assessment and appropriate treatment techniques for multilingual/multicultural populations.
Standard 22
Speech and Language Disorders

Each candidate demonstrates understanding of speech, language, and hearing disorders.

Factors to Consider

a) The candidate demonstrates understanding of speech, language, and hearing disorders, including but not limited to disorders of language, articulation, fluency, voice, and hearing.

Candidates take a variety of undergraduate and graduate courses that require them to demonstrate understanding of speech, language, and hearing disorders, including the following mandatory courses:

HCOM 242 Introduction to Communicative Disorders
HCOM 352 Child Language and Phonological Disorders
HCOM 404 Communicative Disorders of the Bilingual/Multicultural Child
HCOM 465 Aural Rehabilitation
HCOM 472 Voice and Craniofacial Disorders
HCOM 474 Neurology and Neurogenic Communicative Disorders
HCOM 475 Fluency Disorders
HCOM 476 Clinical Methods and Procedures
HCOM 490 Seminar: Speech and Hearing Service in Schools
HCOM 543 Seminar in Dysphagia
HCOM 571 Seminar in Fluency Disorders
HCOM 573 Seminar in Voice Disorders
HCOM 574 Seminar in Phonological Disorders
HCOM 576 Seminar in Augmentative Alternative Communication
HCOM 577 Seminar in Child Language Disorders

In addition, candidates must demonstrate academic competency on the ten 2 ½-hour KASA comprehensive examinations (see Appendix 9). If they do not pass a KASA comprehensive examination question, they must undergo remediation with the professor who is the first reader of the specific KASA comprehensive examination.

b) The candidate exhibits comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals with autism, pervasive developmental disorder, cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.

The following required undergraduate and graduate courses address the speech/language disorders of special populations:

HCOM 352 Child Language and Phonological Disorders
   Autism, pervasive developmental disorder, developmental disabilities, and learning disabilities
HCOM 465 Aural Rehabilitation
Hearing impairment

HCOM 472 Voice and Craniofacial Disorders
Cleft palate

HCOM 474 Neurology and Neurogenic Communicative Disorders
Traumatic brain injury

HCOM 490 Seminar: Speech and Hearing Service in Schools
Autism and learning disabilities

HCOM 576 Seminar in Augmentative Alternative Communication
Cerebral palsy

HCOM 577 Seminar in Child Language Disorders
Autism, pervasive developmental disorder, developmental disabilities, learning disabilities, and pediatric traumatic brain injury

In addition, candidates may take the following elective course:

HCOM 544 Seminar in Neurogenic Language and Cognitive Disorders
Traumatic brain injury

HCOM 564 Seminar in Autism Spectrum Disorders
Autism
Standard 23
Evaluation of Speech and Language Disorders

Each candidate demonstrates proficiency in screening for and evaluation of speech and language disorders and in screening for hearing disorders.

Factors to Consider

a) The candidate demonstrates proficiency in screening and evaluation skills and the interpretation of test results, including procedures, techniques, and instrumentation used to assess the speech and language status of children and adults and the basis of disorders of speech and language.

Candidates must demonstrate proficiency on a number of relevant clinical skills on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) in the relevant KASA examination areas. Candidates must earn a score of 4 or higher on each of the following clinical skills:

I.A. Ability to develop appropriate interview and/or counseling questions
I.B. Ability to effectively ask interview questions
I.E. Organization and professionalism during client/family interviews
I.F. Pacing and interaction during client/family interviews and counseling sessions
I.G. Level of cultural sensitivity and responsiveness during client/family interviews
II.A. Selection of diagnostic tools
II.C. Administration of screening, standardized, and non-standardized assessment measures
II.D. Data analysis
II.E. Interpretation of diagnostic information
III. Diagnostic report writing skills

b) The candidate exhibits expertise in the administration of nonbiased testing techniques and methodologies for assessing the speech and language skills of linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample.

Candidates exhibit expertise in the administration of least biased testing techniques and methodologies in HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals (see Appendix 14).

c) The candidate demonstrates proficiency in the assessment, selection, and development of augmentative and alternative communication systems and the training of clients in their use.

Candidates demonstrate proficiency in the assessment, selection, and development of augmentative and alternative communication systems in HCOM 576, Seminar in Augmentative Alternative Communication (see Appendix 14).
d) The candidate exhibits knowledge of hearing screening procedures.

Candidates demonstrate proficiency in hearing screening procedures in HCOM 468, Audiology Practicum.
Standard 24
Management of Speech and Language Disorders

Each candidate demonstrates proficiency in the management of speech, language, and hearing disorders.

Factors to Consider

a) The candidate demonstrates knowledge of management procedures, including remediation principles used in habilitation and rehabilitation for children and adults with various disorders of communication in their primary languages.

The following are the practica required for the preliminary credential and a description of each.

HCOM 458 Clinical Practicum: Speech and Language Disorders in Children
Therapy with preschoolers with developmental language or articulation/phonological disorders

HCOM 468 Audiology Practicum
Hearing screenings of individuals of any age

HCOM 485 Aural Rehabilitation Practicum
Therapy for individuals of any age who have hearing losses

HCOM 489A, Public School Practicum in Communicative Disorders
Diagnostics and therapy for children in the public schools, including developmental language and articulation/phonological disorders, frequently, fluency and voice disorders, and often, children requiring augmentative communication or aural rehabilitation.

HCOM 558A Clinical Practicum: Speech and Language Disorders in Adults
Therapy of various types with adults

HCOM 558C Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals
Diagnostics and therapy with children and/or adults that potentially includes any aspect of speech/language pathology as well as accent modification

HCOM 559A Advanced Clinical Practicum: Communicative Disorders
Diagnostics and therapy with adults, frequently specializing in dysphagia and aphasia but also potentially specializing in a variety of speech-language disorders with adults in college settings
In addition, the following are relevant clinical skills on the Practicum Evaluation Ratings Summary for most practica (see Appendix 11) that candidates must demonstrate at a level of 4 or higher in each of the relevant KASA examination areas:

IV.A. Ability to determine appropriate and realistic goals and objectives using relevant theoretical frameworks and research
IV.B. Ability to include the client, community and significant others in developing program goals and objectives
IV.C. Ability to develop realistic objectives for future sessions
IV.D. Ability to write measurable goals and objectives
IV.E. Selection of therapy procedures, methods, and activities
IV.G. Appropriate and effective selection of materials
IV.J. Ability to modify therapy/instruction plans as needed
IV.K. Utilization of supervisor suggestions for modifying goals or techniques
V.A. Sensitivity, responsiveness, and flexibility in meeting client needs
V.B. Ability to manage behavior
V.C. Ease in the clinical situation
V.D. Appropriate use of therapy materials and equipment
V.E. Implementation of teaching strategies: Modeling, cueing, reinforcement and feedback
V.F. Implementation of teaching strategies: Modeling, cueing, reinforcement, and feedback
V.G. Oral speech and language model
V.H. Accuracy in discrimination of client responses
V.I. Effective use of time
VII.B. Ability to evaluate clinician and client performance

b) The candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, parent and teacher in service and consultation.

Candidates perform collaboration/consultation with teachers in HCOM 489A, Public School Practicum in Communicative Disorders (see Appendix 14). Their activities may involve strategies to prevent communication disorders. In addition, candidates are required to produce a collaboration/consultation report in HCOM 490, Seminar: Speech and Hearing Service in Schools (see Appendix 14).

c) The candidate demonstrates understanding of strategies for second language and dialect acquisition.

The Communicative Disorders program follows the policy of the American Speech-Language-Hearing Association in regard to second dialect acquisition. Candidates are taught that all dialects and accents are legitimate and are given information about different dialects in HCOM 404, Communicative Disorders of the Bilingual/Multicultural Child (see Appendix 14). In HCOM 558C, Clinical Practicum: Communicative Disorders in Bilingual/Multicultural Individuals, candidates perform diagnostics and therapy with children and/or adults that potentially include any aspect of bilingual/bicultural speech/language pathology, including second dialect acquisition, accent modification, and second language acquisition.
d) The candidate exhibits knowledge of habilitative/rehabilitative procedures with individuals who have hearing impairments.

Candidates exhibit knowledge of habilitative/rehabilitative procedures with individuals who have hearing impairments in HCOM 485, Aural Rehabilitation Practicum.