

**1 (PAC)**

**November 28, 2017**

UVM Educational SLP Findings – DRAFT for discussion

Reviewed documents: Council on Academic Accreditation Standards, UVM SLP Program narrative 7/21/17, CAA Survey Response, 2017 CAA Annual Report

| <b>VT Endorsement Competencies – school settings</b>   | <b>Academic accreditation Guidebook</b>  | <b>UVM Coursework to meet competencies July 2017 Letter</b>  | <b>UVM Report CAA 2017</b> |
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| <b>Special Education Law:</b><br>Current state and federal laws, regulations, and procedures governing the referral, identification, evaluation, eligibility determination, educational placement and accommodation of individuals with communication delays and disorders | 3.1.1B- Adhere to federal, state and institutional regulation and policies related to speech-language pathologists; no specific mention of IDEA or education based law. (p.19) | Course CSD 327 School Based Issues for SLPs (1 credit course) – Education/Special Education Law <sup>1</sup> | Not asked or assessed      |
| <b>The relationship of language and literacy and role of school based SLP:</b> The impact of receptive or expressive language delays or disorders (including hearing loss)   | No specific mention of literacy in guidelines  | No specific course, UVM contends that CSD 342, CSD 340, CSD 341, and CSD 271 meet this requirement           | Not asked or assessed      |

<sup>1</sup> CSD 327. School Based Issues for SLPs. 1 Credit. (<http://catalogue.uvm.edu/graduate/courses/courselist/csd/> )

An overview of topics necessary for employment as a school based SLP. Specific topics will be covered related to federal and state special education regulations. Prerequisites: CSD 320; Graduate standing. Co-requisite: CSD 322.

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| or auditory processing disorder) on the acquisition of literacy   |   |  |                            |
| <b>The relationship of language and literacy and role of school based SLP:</b> The impact of communication delays and disorders on development across the domains and on the results of other forms of assessment (e.g., psychosocial, cognitive, or vocational)  | No specific mention of literacy in guidelines   | No specific course, UVM contends that CSD 342, CSD 340, CSD 341, and CSD 271 meet this requirement | Not asked or assessed      |
| <b>The relationship of language and literacy and role of school based SLP:</b> Teaching strategies and accommodations which support the learning of individuals with communication delays and disorders, including instructional methodologies and augmentative or alternative communication systems that support language development and/or communication in all modalities | No specific mention of literacy in guidelines   | No specific course, UVM contends that CSD 342, CSD 340, CSD 341, and CSD 271 meet this requirement | Not asked or assessed      |
| Applies appropriate screening and assessment measures to identify individuals with communication delays and disorders who are eligible for special services under federal and state regulations, using  | Multiple disorders are identified for “evaluation and treatment” which would include screening strategies | UVM contends through CSD 327 and clinical experiences  | Not asked or assessed      |

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| appropriate technologies as needed  |   |   |                                 |
| Works collaboratively with teachers, parents/caregivers, and other professional personnel to design and implement, or supervise the implementation of, developmentally appropriate educational plans for individuals with communication delays and disorders, including directly teaching, or supervising the teaching of, the communication skills essential to literacy development | 3.1.1B Understand how to work on interprofessional teams (p.19-20)                              | UVM contends through CSD 327 and clinical experiences         | Asked but not directly answered |
| Evaluates individuals' communication status and/or progress in relation to their educational plan goals and communicates information about their needs and progress clearly and effectively to parents and other school personnel, both orally and in writing   | 3.1.1B Effective Communication to interact in culturally competent ways to communicate results. | UVM contends through CSD 327 and 320 and clinical experiences | Asked but not directly answered |
| Acts as a case manager to ensure coordinated services for individuals with communication delays and disorders who are eligible for special services   | Not mentioned   | UVM contends through clinical experiences                     | Not asked or assessed           |

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| Assists classroom teachers in accommodating individuals with communication delays and disorders within the regular classroom by identifying or developing educational materials or curricula, aspects of the classroom environment, teaching techniques, and/or classroom management techniques which support the educational and therapeutic needs of individuals with communication delays and disorders | Mentions understanding cognitive aspects of communication and social aspects of communication as key professional competencies but not necessarily the accommodations/modifications that align with each | UVM contends through CSD 320 and 327 and clinical experiences | Not asked or assessed           |
| Trains and supports family members and other communication partners of individuals with communication delays and disorders in techniques and/or strategies to enhance their communication effectiveness  | Not specifically mentioned   | UVM contends through 327 clinical experiences                 | Not asked or assessed           |
| Provides training and consulting services to teachers, administrators, and other school personnel regarding the implications of communication delays and disorders for learning, as well as modifications and/or accommodations to support the learning of these individuals   | 3.1.1B Understand how to work on interprofessional teams (p.19-20); however no specific mention of how to support accommodation and modification in classrooms   | UVM contends through clinical experiences                     | Asked but not directly answered |

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| Collaborates with audiologists in the assessment of auditory processing disorders in cases in which there is evidence of speech, language and/or other cognitive-communication disorders; and provides or supervises the intervention for individuals with auditory processing disorders | 3.1.1B Understand how to work on interprofessional teams (p.19-20)   | UVM contends through CSD 272 and clinical experiences       | Asked but not directly answered  |
| Collaborates with teachers of English as a Second Language to enhance students' communication effectiveness  | 3.1.1B Understand how to work on interprofessional teams (p.19-20); however no specific mention of how to support teachers of English as a second language<br>3.1.1B- Cultural Competence is mention | UVM contends through clinical experiences                   | Asked but not directly answered  |
| Trains and supervises support personnel according to ASHA guidelines for supervision   | 3.1.1B Professional Duty-oversight of clinical training and support personnel  | UVM contends through CSD 327 and clinical experiences       | Not asked or assessed  |
| Clinical Licensure   | 3.1.2B- Foundations of Speech-Language Pathology Practice includes fundamentals related to clinical licensure  | Full breadth of courses                                     | Assessed and met   |
| A minimum of a practicum (60 hours) in an educational setting in the diagnosis and management of individuals with communication delays and disorders under the supervision   | 3.6B Practicum<br>Minimum of 400 hours but does not specify or inspect if these hours occur in an educational setting. Possible as   | UVM gives 1-3 semesters worth of experiences                | UVM requires 40 hours of child language diagnostic and treatment hours but these are not specified as being in school settings |

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| of a licensed Educational Speech Language Pathologist or ASHA certified Speech Language Pathologist | the clinical experiences should meet the “breadth of work opportunities.” |   | Subsequently they state that the general rule is a required placement in elementary school, and grades 6-12 |