

**Plan to Transition**

**2025 Preliminary Speech-Language Pathology Services Credential Program Standards**

**Submit Signed Completed Plans to** [**Accreditation@ctc.ca.gov**](mailto:Accreditation@ctc.ca.gov), **due January 1 – March 31, 2026**

New [Preliminary Speech-Language Pathology (SLP) Services Credential Program Standards and Performance Expectations (SLPEs)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/slp-standards-slpes-pdf.pdf) were adopted at the February 2025 Commission meeting as part of the comprehensive effort to strengthen and streamline the Commission’s accreditation system. The revised standards document recognizes and builds on the American Speech Language-Hearing Association’s (ASHA) Council on Academic Accreditation (CAA) standards which all California SLP Master’s degree programs are required to meet. It is expected that all California approved SLP credential programs must maintain good standing with ASHA. Please see [PSA 25-02](https://www.ctc.ca.gov/docs/default-source/educator-prep/ps-alerts/2025/psa-25-02.pdf?sfvrsn=d7053fb1_9) for more information.

**Directions for completing the Plan to Transition:** Please complete all sections of the following plan to transition. All programs must implement the new standards for candidates enrolled on or after **July 1, 2026.**

**1. Describe who will be involved in reviewing the new program standards and analyzing the current program to identify what will need to be modified.** *Include names and title/roles of the team that will be involved in this process. As a reminder, the Common Standards require collaboration with stakeholders, so it is important to include stakeholder members in this process. (add or delete rows to the table below as needed)*

| **Standards Transition Team Member** | **Title/Role** |
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**2. Identify a transition timeline for the program.** *Key benchmarks are identified in the table below. Please note the dates when that benchmark will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided.* ***The order of benchmarks below is not intended to determine the program’s transition process****; however, all programs must align with the new standards by the beginning of the 2026-27 academic year.*

|  |  |
| --- | --- |
| **Benchmark** | **Implementation Date** |
| Initial Meeting with Transition Team (#1 above) Members |  |
| Submit Plan to Transition | Due to the Commission by March 31, 2026 |
| Complete Revisions to Syllabi (Std. 1, 2) |  |
| Revise Clinical Practice Handbook/Materials (Std. 3) |  |
| Develop SLPE Course Matrix (Std. 4) |  |
| Orient Faculty and Supervisors to the Revised Program |  |
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| First Cohort to Begin Revised Program (by beginning of 2026-2027 Academic Year) |  |
| Program **must** be aligned with New Standards | July 1, 2026 |

**3. Identification of Key Program Attributes That Will Need to be Modified to Ensure that the Program Will Meet the Revised Program Standards** *The team described in question 1 of this transition plan should review all standards to determine where the program will need to make changes to meet them. The Commission is not asking that those changes be outlined in this document, however the team should also identify a timeline for implementing the needed changes. Please check or (x) the appropriate boxes and determine the implementation dates. Full implementation must be in place by the beginning of the 2026-27 academic year.*

***Major Revisions:*** *Revisions that require significant changes to or restructuring of the program, revision or development of new syllabi and/or processes may require Academic Senate or appropriate governing body approval.*

***Minor Revisions:*** *Revisions that include some limited restructuring of the program, editing language or adjusting materials and/or processes. Faculty could most likely make changes by being informed rather than retraining.*

***No Changes:*** *This is already a component of the existing program. No changes would need to be made to processes, structure, materials, or training of personnel.*

| **Standard 1: Program Design and Curriculum**  **Identify to the right if the program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| The program curriculum is grounded in theoretical and empirically supported practices for Speech-Language Pathology that address cultural and linguistic diversity, neurodiversity, and inclusion for the care and education of all students. |  |  |  |
| Key curriculum elements include typical and atypical child growth and development from ages birth - 22; understanding learning trajectories of young children to young adults; designing and implementing linguistically, culturally, and neurodiverse affirming assessment and intervention services; implementing instructional strategies to develop early literacy skills; understanding and analyzing student achievement outcomes to improve learning; and understanding the range of factors affecting student learning including social determinants of health. |  |  |  |
| **Standard 2: Foundations of Speech-Language Pathology Practice**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| The program ensures that SLP candidates have received training and/or exposure in a wide variety of specialized academic instructional settings, including but not limited to: the home, virtual education settings, classrooms and programs for students ages 3-22, and public/nonpublic school programs. |  |  |  |
| The program allows candidates to experience service delivery options within one or more of these settings that may include consultation, collaboration, professional development, telepractice, individual, small-group, whole-group, pull-out, and push-in services. |  |  |  |
| The program prepares candidates in case management practices and strategies for students with disabilities and for those referred for special education services. This includes eligibility requirements, and an understanding of federal and state laws related to Speech-Language Pathology services for all students. |  |  |  |
| The program provides candidates with training and opportunities for collaborating effectively with families to support their student’s development and learning. |  |  |  |

| **Standard 3: Clinical Practice**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| The program ensures that each candidate completes a supervised clinical practicum in the California public school setting. During this time, candidates (1) acquire a minimum of 100 hours in direct services, (2) participate in speech and language evaluation and intervention, (3) write, present, and implement IEPs/IFSPs, (4) assist classroom teachers in providing modifications and accommodations of curriculum for students, and (5) monitor student progress. |  |  |  |
| The program ensures that candidates acquire communication assessment and intervention experiences within the population of all students ranging in age from birth - 22. |  |  |  |

| **Standard 4: Preparing Candidates to Master the Speech-Language Pathology Performance Expectations (SLPEs)**  **Identify to the right if the Program will need:** | **Major** revisions | **Minor** revisions | **Not need any** revisions |
| --- | --- | --- | --- |
| The program’s organized coursework and clinical practice provide multiple opportunities for candidates to learn and apply each SLPE. As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates’ performance in relation to the SLPEs and provide timely performance feedback regarding candidates’ progress toward mastering the SLPEs. |  |  |  |

**(Continues on next page)**

**4. Speech-Language Pathology Performance Expectations** *On the course matrix below, please identify in which course(s) each SLPE will be introduced (I), practiced (P), and assessed (A) by the program. It is* ***not necessary*** *to hyperlink to specific assignments/activities in the syllabi for the plan to transition. That will be required the next time your institution submits Program Review during Year 5 of your normal accreditation cycle, or your institution’s site visit, whichever comes first.*

|  | **Speech Language Pathology Services Credential Candidates will:** | **Introduced**  **(I)** | **Practiced**  **(P)** | **Assessed**  **(A)** |
| --- | --- | --- | --- | --- |
| **Preliminary Speech-Language Pathology Performance Expectations (SLPEs)** | | | | |
| **1** | Demonstrate knowledge of developmental and behavioral milestones for California students from ages birth - 22 required to access the core curriculum. |  |  |  |
| **2** | Collect relevant information regarding individuals’ past and present status and family and health history. |  |  |  |
| **3** | Use knowledge of communication disabilities to determine the potential educational impact. |  |  |  |
| **4** | Appropriately select, administer, interpret, and document the results of least-biased assessment[[1]](#footnote-1) measures for all students. |  |  |  |
| **5** | Appropriately select, implement, and document intervention services for all students. |  |  |  |
| **6** | Demonstrate knowledge of the principles and processes of assessment, selection, and treatment for augmentative and alternative communication (AAC). |  |  |  |
| **7** | Demonstrate written communication skills needed to document the performance and progress of students. |  |  |  |
| **8** | Engage in interprofessional practice with teachers and other relevant personnel. |  |  |  |
| **9** | Demonstrate relevant methods of consultation and collaboration with teachers, families, and additional members of the educational team to support students’ learning across educational contexts. |  |  |  |

**5. Transmittal**

**Program Contact** Name/Title

Phone Email

**Unit Lead** (*Dean)*

Phone Email

*I hereby signify my approval to transmit this plan to transition to the California Commission on Teacher Credentialing.*

**Program Director**/Coordinator Signature Date

*I hereby signify my approval to transmit this transition plan to the California Commission on Teacher Credentialing.*

**Unit Head:** Dean Signature Date

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1. See California Education Code [Section 56320](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=56320.) [↑](#footnote-ref-1)