> # Wyoming Community College Commission
> ## Request for
> ## New, Pilot or Revised Degree or Certificate

**A.** **College**: Laramie County Community College

**B.** **Date submitted to WCCC:** _____

**C.** **Program**

1. **Request for:**

   X New Program     ____ Pilot Program     ____ Revised Program

2. **Program Title**: Speech-Language Pathology Assistant

3. **Degree or Certificate to be awarded:**

   ____ Degree:  ____ AA   ____ AS   X AAS   ____ Other

   ____ Certificate

4. **Educational Pathway:**

   __ Energy __ Construction __ Hospitality __ Technology

   X Health Care   __ Other

5. **Total number of credit hours**: 64

6. **Suggested CIP (Classification of Instructional Program) code (6-digit):**

   51.0816, Speech-Language Pathology Assistant

7. **Planned semester/year new program will begin**: Fall 2017

8. **Will any part of this program be provided by non-accredited vendor(s)?**

   ____ YES (Provide details)   X NO

9. **Will all or part of this program be available to students via online or other distance education technologies?**

   X At the start of the program?   __Within three years of the start of the program?   __ No

   The program has the ability to meet the needs of individuals around the state by using technology to bring students and instructors together from across the state. The formatting of classes and the program would be based on the needs of the students in each cohort.

**D. Program description as it will be included in college catalog:**

The Associate of Applied Science (AAS) in Speech-Language Pathology Assistant is designed to provide comprehensive academic education and practical training for Speech-Language Pathology Assistants (SLPA). The SLPA's work under the direct supervision of licensed or certified speech-language pathologists to provide clerical support, administer speech, language and hearing screenings, assist in communication assessments, provide articulation and language therapy services, and assist with documentation of speech-language pathology services in educational settings.

The program provides training in working with speech and language disordered adults and children, including bilingual populations. The program content is based upon the recommendations of the American Speech-Language-Hearing Association (ASHA).

In addition to work in the classroom, the program provides students with the opportunity to gain practical experience in working with clients/patients in a variety of settings.

**1. Expected Student learning outcomes from completion of the program:**

Upon completion of the program, students will be able to:
- Describe the normal processes of speech-language communication and hearing development.
- Describe the anatomy and physiology of speech-language production and hearing mechanisms as related to normal and disordered communication.
- Describe the nature, causes and treatment of language and communication disorders across the life span.
- Assist in the implementation of treatment/educational plans, techniques and procedures for a variety of patients/clients/students with these disorders.
- Discriminate differences in developmental and acquired phonological, language and other communication/hearing disorders, and explain the causes and treatment of each.
- Perform common language, phonological, and hearing screening.
- Identify various common diagnostic tests including their administration and scoring.
- Prepare a variety of assigned documentation, including the preparation and maintenance of patient/student charts, reports, lesson plans and records, in a variety of settings for review by a supervisor.

- Demonstrate professional and ethical behaviors in a variety of work related situations and settings, including appropriate awareness of patient rights, student rights, privacy, and federal and state laws and regulations affecting the profession and setting.
- Use effective and appropriate communication skills in working with patients, students, family members, coworkers, and supervisors.
- Apply a variety of behavior management techniques in working with speech language disordered clients/patients.
- Identify the type of client/patient in need of assistive technology and/or augmentative alternative communication systems, including hardware, software, low-tech and high-tech strategies and devices.

## 2. Program Layout by Semester:

| Course | Title | Credits |
|---|---|---|
| COLS 1000 | Introduction to College Success: First-Year Seminar | 3 |
| ENGL 1010 | English I: Composition | 3 |
| SLPA 1000 | Introduction to Speech Language Pathology Assistant | 3 |
| SLPA 1004 | Anatomy & Physiology of Speech and Hearing | 3 |
| SLPA 1005 | Speech and Language Development | 3 |
| SLPA 1011 | Introduction to Communication Disorders and Treatment | 3 |
| | **Semester Credits** | **18** |
| EDST 2450 | Human Life Span Development | 3 |
| SLPA 1002 | Clinical Observation I | 1 |
| SLPA 1003 | Career Seminar | 1 |
| SLPA 1006 | Introduction to Phonetics | 3 |
| SLPA 1020 | Voice and Articulation for Effective Communication | 3 |
| | Choose from approved U.S./Wyoming Constitution courses. | 3 |
| | **Semester Credits** | **14** |
| SLPA 2000 | Introduction to Audiology and Aural Rehabilitation | 2 |
| SLPA 2002 | Clinical Observation II | 2 |
| SLPA 2005 | Adult Communication Disorders | 2 |
| SLPA 2020 | Speech Disorders and Intervention | 3 |
| SLPA 2030 | Language Disorders and Intervention | 3 |
| MATH 1380 -OR- Higher | Integrated College Algebra | 3 |
| | **Semester Credits** | **15** |

| | | |
|---|---|---|
| CO/M 2010 | Public Speaking | 3 |
| SLPA 2100 | Alternative and Augmentative Communication | 3 |
| SLPA 2101 | Screening Processes | 2 |
| SLPA 2102 | Clinical Management and Procedures | 4 |
| SLPA 2103 | Clinical Fieldwork | 6 |
| | **Semester Credits** | **18** |
| | **Total Credits** | **65** |

**E.    New course prefixes, course credit hours and/or course numbers:**

   **1. Recommended level of instruction (LOI) code if the community college if using a course prefix which is new to Wyoming public higher education institutions:**

   ____ No new prefixes   03 Suggested level of instruction

   **2. New Course prefixes, numbers and/or credit hours have been coordinated:**

   with UW (transfer)          X Yes     ____ No   ____ Not Applicable

   or WCCC (career technical)   ____ Yes     ____ No   X Not Applicable

**F.    New course descriptions:**

   **1. The following are course descriptions for each new course in the program (include prefix, course number, title, credit hours and description):**

| Course | Title | Credit(s) | Description |
|---|---|---|---|
| SLPA 1000 | Introduction to Speech Language Pathology Assistant | 3 | Students explore the field of speech-language pathology, including professional standards, legal and ethical issues and scope of responsibilities of the speech-language pathologist and the speech-language pathology assistant in health care and educational settings. |
| SLPA 1004 | Anatomy & Physiology of Speech and Hearing | 3 | Students learn the fundamentals of anatomy, physiology and neurology related to speech production and hearing. Systems studied include respiration, phonation, articulation, resonation, hearing and neurological. In addition, |

| | | | |
|---|---|---|---|
| | | | information regarding feeding and feeding strategies will be covered. |
| SLPA 1005 | Introduction to Speech and Language Development | 3 | Students study normal speech and language development. Topics include communication development and differentiation of normal from disordered communication. Students also examine hearing development, literacy development and language diversity. |
| SLPA 1011 | Introduction to Communication Disorders & Treatment | 3 | Students are provided an overview of communication disorders, including classification, assessment and remediation of speech, language, literacy, swallowing and hearing disorders in children and adults. Students address the role of the speech-language pathologist and audiologist in educational and medical settings and examines multicultural and multilingual diversity, developmental disabilities and collaboration with educators. |
| SLPA 1002 | Clinical Observation I | 1 | Students begin clinical observation of practices and procedures in speech-language pathology and combines on-site observations with class discussion. Eight hours of observation in educational settings is required. |
| SLPA 1003 | Career Seminar | 1 | Students explore the promotion of professional growth opportunities for speech language pathology assistants. Students explore tools and concepts necessary during the job seeking process and examine professional development as a new employee. |
| SLPA 1006 | Introduction to Phonetics | 3 | Students learn the articulatory foundations of the description and classification of speech sounds. |

| | | | |
|---|---|---|---|
| | | | Students learn the International Phonetic Alphabet (IPA), physiological properties of the speech mechanism, methods of transcription and dialectal variations. Students learn the auditory discrimination necessary for recording normal and disordered articulatory production. |
| SLPA 1020 | Voice and Articulation for Effective Communication | 3 | Students explore speech and voice production with an emphasis on improving vocal skills for effective communication. |
| SLPA 2000 | Introduction to Audiology and Aural Rehabilitation | 2 | Students are introduced to audiology, audiograms, hearing screening and hearing assessments. Students are also introduced to aural rehabilitation, hearing aids and hearing assistive technologies (HAT). |
| SLPA 2002 | Clinical Observation II | 2 | Students continue clinical observation of practices and procedures required in speech-language pathology in preparation for clinical fieldwork and combines on-site observations with class discussion. Student placements will occur in diverse settings including educational, assisted living facilities, and private clinics. Students have a total of 45 hours of observation with seventeen hours in educational settings required. |
| SLPA 2005 | Adult Communication Disorders | 2 | Students examine adult neurogenic communication disorders including aphasia, dysarthria, apraxia, right hemisphere disorders, dementia, and traumatic brain injury. Students also identify the speech and language therapy techniques used to treat these disorders. |

| SLPA 2020 | Speech Disorders and Intervention | 3 | Students focus on therapy techniques to implement articulation and phonological therapy. Students examine session planning, reporting progress and organization of therapy interaction. Students analyze cueing, reinforcement, feedback and choosing materials. Students explore therapy approaches for neuromotor speech disorders, fluency, and voice disorders. |
|---|---|---|---|
| SLPA 2030 | Language Disorders and Intervention | 3 | Students explore language intervention approaches. Students are introduced to therapy techniques appropriate for treating language delays and acquired disorders with toddler, preschool, and school-aged populations. Students analyze interventions for culturally and linguistically diverse children, as well as intervention for students with learning and developmental disabilities. |
| SLPA 2100 | Alternative and Augmentative Communication | 3 | Students are introduced to common forms of augmentative and alternative communication, including manual communication, communication boards, and electronic or computer-based communication. |
| SLPA 2101 | Screening Processes | 2 | Students learn screening tools and processes used for speech, language, and hearing screening, including the administration of screenings and the completion of protocols with clients of varied ages. |
| SLPA 2102 | Clinical Management and Procedures | 4 | Students examine organizational and functional skills required in the speech-language pathology |

| | | | |
|---|---|---|---|
| | | | workplace. It includes interdisciplinary and supervisory relationships, client and public interaction, safety issues, technical writing, data collection, record keeping, computer applications, multicultural issues, and behavior management. |
| SLPA 2103 | Clinical Fieldwork | 6 | Students are placed in a full-time field placement under the supervision of a state licensed speech-language pathologist. The field placement allows the student to practice the knowledge and skills related to speech and language interventions. A minimum of 140 hours of supervised fieldwork is required. |

**G.\*** **Can this program be delivered by current faculty?  If not, what are the plans, budget and timeline for bringing on needed instructors?**

In discussions with industry experts we have identified individuals who would teach the necessary courses for this program and they would be employed as adjunct instructors for the college. We foresee the need to hire a program director in the future.

**H.** **Summary of input from and coordination with citizens, business and industry or k-12 education:**

We have spoken with Speech Language Pathologists who have shared the struggles they encounter in identifying qualified individuals to assist them, and the need for a SLPA program is evident. In August 2016, a survey was conducted in Wyoming and sent to Directors of Special Education and Child Development Centers with 38 individuals responding. At that time, 23.7% of respondents had current, unfilled vacancies in their facilities. The SLPA Advisory Committee met on November 7, 2016. At this meeting, the committee discussed the need for the SLPA program, the proposed curriculum and course sequencing.  At this meeting the SLPA Advisory Committee unanimously approved a recommendation that LCCC move forward with developing the AAS degree.

The committee also recommended that upon approval of this program LCCC work to articulate the program with UW.

**I.\* Resources required to start and sustain the program and the current plan to meet those resource needs through college or other external funds:**

Initially we would need approximately $43,000 to $50,000 to launch the program. Program development money and potential grants from the Wyoming Department of Education and American Speech Language Hearing Association are being investigated.

**J.\* Projected demand in Wyoming and Nation for five years from the proposed implementation date (career technical programs):**

**1. State and National Trends**

| United States | Employment | | Percent Change | Job Openings |
|---|---|---|---|---|
| | 2014 | 2024 | | |
| Speech-Language Pathology Assistant | 103,000 | 136,400 | 13% | 33,400 |
| **Wyoming** | **Employment** | | **Percent Change** | **Job Openings** |
| | 2014 | 2024 | | |
| Speech-Language Pathology Assistant | 270 | 310 | 15% | 10 |

Source:

- National Data Source: O\*NET OnLine on the Internet at https://www.onetonline.org/link/details/31-9099.01
- State Data Source: Wyoming Department of Employment Research & Planning, on the Internet at http://does.state.wy.us/lmi/proj2005/long_occ2014.htm

**2. State and National Wages**

| Location | Pay Period | 2015 | | | | |
|---|---|---|---|---|---|---|
| | | 10% | 25% | Median | 75% | 90% |
| | Hourly | $10.39 | | $17.20 | | $25.44 |

| Location | Pay Period | 2015 | | | | |
|---|---|---|---|---|---|---|
| | | 10% | 25% | Median | 75% | 90% |
| United States | Yearly | $21,620.00 | | $35,780.00 | | $52,920.00 |
| Wyoming | Hourly | $10.70 | | $17.76 | | $24.73 |
| | Yearly | $22,260.00 | | $36,930.00 | | $51,430.00 |

Source:

- National Data Source: O*NET OnLine at
  https://www.onetonline.org/link/summary/31-9099.01
- State Data Source: O*NET OnLine at
  https://www.onetonline.org/link/details/31-9099.01


**Other wage information or comments that would assist the Commission:**


**3. Primary student audience identified for this program:**

The primary audience would include students who are interested in a healthcare field that also crosses into the educational arena. This program would also serve those who have a bachelor's degree and want to enter into the Speech-Language Pathology field but still need the clinical experience in order to be employed. There are currently students from the University of Wyoming that would need this program's clinical.


**4. Anticipated enrollment in the three academic years after WCCC approval (unduplicated headcount) with the basis for the estimate:**

10 Year One    15 Year Two    20 Year Three

In August 2016 a survey was conducted and sent to special education and child development center directors in Wyoming. Of the 38 respondents, 63 percent responded there was a program available in their state and they would be interested in training and 28 percent indicated the need for additional information.

**K.\*** **Student recruitment and program marketing strategies to attract the broadest range of individuals for this particular program:**

We would utilize the Department of Education, the Special Education Directors and Child Development Center Directors for recruitment. Additionally, the SLPA Advisory Board is committed to assist with marketing this new program. The Wyoming Board of Speech Pathology and Audiology have indicated they will assist with marketing strategies. LCCC has a comprehensive plan for advertising through the public relations department, admissions office, and with program faculty support. We will work closely with our admissions staff on other specific recruitment strategies.

**L.\*** **Identification of similar programs at Wyoming Community Colleges and an overview of results of discussions with faculty and administrators at the relevant colleges regarding curriculum and possible joint projects:**

| Wyoming Community College Programs (Identify title, degree/certificate and number of credit hours) | | | | | | |
|---|---|---|---|---|---|---|
| Casper College | Central Wyoming College | Eastern Wyoming College | Laramie County Community College | North-west College | Northern Wyoming Community College District | Western Wyoming Community College |
| N/A | N/A | N/A | In Process (65 credits) | N/A | N/A | N/A |

**M.** **Note available program and course articulations with other likely transfer institutions in the region, particularly for transfer AA and AS programs. (Note regional Bachelor of Applied Science transfer options in addition to UW.)**

Once approved and piloted, we would begin discussions with the University of Wyoming on an articulation agreement. After articulating with UW, we would like to explore other regional universities that may be interested in articulating the program.

**N.** **When appropriate, note partnerships with business, industry, associations or agencies that have contributed to the design of**

**the proposed program and/or who will contribute to the delivery of the program.**

We have worked closely with members of the State Board of Speech Language Pathologists and other healthcare and industry partners. We also worked with Deb Flynn, from Mitchell Tech in Mitchell, South Dakota on processes they used to develop their program. Our advisory committee has reviewed the curriculum and assisted us in developing this program. The LCCC - SLPA Advisory Committee has representation statewide including committee members from Evanston, Cheyenne, Lander, and the University of Wyoming.

**O. Assessment of student learning and completer follow-up per performance indicators. How will the assessment outcomes be used to assure student learning and improve the program?**

The following measures will be used to assess student learning and program performance:

1. Student learning outcomes achieved through clinical course success rates
2. Number of students obtaining a degree in Speech-Language Pathology Assistant
3. Student surveys/feedback about the courses and program.
4. Clinical site surveys of students as they progress through the program. These surveys would be conducted at the midway and conclusion of clinical.
5. Employer surveys about graduates.
6. Annual institutional review of student learning competencies and organizational effectiveness
7. Bi-annual advisory committee review of the student and program outcomes.

**P.\* Other program information or comments that would assist the commission in making a decision using the Guidelines for Use of this Evaluation Tool found in Appendix A of the 2010 WCCC Statewide Strategic Plan.**

**This program addresses Wyoming and regional interests in the following ways not addressed earlier in this request:**

**EDUCATED CITIZENTRY –** This program is not currently available in the State of Wyoming. This program provides Wyoming students the opportunity to remain in their local community while working on a degree.

**DIVERSIFIED ECONOMY –** There is evidence of workforce needs across the state. It is anticipated that there are approximately 10 positions currently open within our state for Speech-Language Pathology Assistants. As healthcare becomes more specialized the need for SLPA's will continue to grow.

**WORKFORCE DEVELOPMENT –** Institutions that would benefit from having graduates from this program include, but are not limited to:

- Hospitals
- School Districts
- Physical Rehabilitation Clinics

**EFFICIENT SYSTEMS –**

**ACCOUNTABILITY and IMPROVEMENT –** The SLPA advisory committee will have an ongoing role in the program as they are the experts in the field and are an invaluable resource for our program.

**OTHER CRITERIA-**

- **Labor Needs –** The curriculum of the proposed program will address the skill sets needed for institutions across the state. This is a high-demand field.

- **Curriculum Development –**

- **Pathways –** This program addresses another pathway into medical related fields which are fast growing, high-demand fields across the state and nation.

- **Faculty Support –** Faculty will be experts in the field and their experiences in various settings will be invaluable to our students.

- **Recruitment Strategies –** We have the ability to advertise in professional newsletters, print, and using social media.

- **Resource Needs –** While this program has specific clinical experiences necessary to achieve competencies, it doesn't require expensive technical equipment for training.

*Community colleges are not required to complete sections G, I, J, K, L, and P for **pilot** program requests.

# SIGNATURE PAGE

Submitted by V. P. for
      Academic Affairs**

_____
Signature                        Date

_____
Printed Name                Title

Approved by the WCC Academic
      Affairs Council

_____
Signature                        Date

_____
Printed Name                Title

Approved by Program
      Review Committee

_____
Signature                        Date

_____
Printed Name                Title

**Signature by the Community College Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed and that the Community College Board of Trustees has approved this program request as per institutional policy.