# Speech-Language Pathology

## Overview

The Speech Language Pathology degree program prepares students to assist Speech-Language Pathologists in treating disorders of communication. Such disorders may be related to articulation and phonology, child and adult language, motor speech, voice, fluency, and hearing. Topics include an introduction to the field of communication disorders, articulation and phonology for the speech-language pathology assistant (SLPA), professional issues and practices in speech-language pathologists, speech/language/hearing clinical strategies, clinical considerations in service delivery to clients with communication disorders, and fieldwork experience.

## Roadmaps

Road maps lay out all of the courses you need to take for a given degree or certificate.

[Get a Road map!](/academics/arc-program-road-maps) Explore Ways to Complete These Programs

<table>
<thead>
<tr>
<th>Division Dean</th>
<th>Jan DeLapp [about-us/contact-us/faculty-and-staff-directory/jan-delapp]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Kristina Zajic [about-us/contact-us/faculty-and-staff-directory/kristina-zajic]</td>
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<tr>
<td>Area of Interest</td>
<td>Language and Communication [academics/areas-of-interest/language-and-communication]</td>
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<tr>
<td>Division</td>
<td>Health &amp; Education Division Office [academics/arc-health-and-education-division-office]</td>
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<tr>
<td>Phone</td>
<td>(916) 484-8902</td>
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</table>

## Associate Degree

### A.S. in Speech-Language Pathology Assistant Program

This degree prepares students to assist Speech-Language Pathologists in treating disorders of communication. Such disorders may be related to articulation and phonology, child and adult language, motor speech, voice, fluency, and hearing. Topics include an introduction to the field of communication disorders, articulation and phonology for the speech-language pathology assistant (SLPA), professional issues and practices in speech-language pathologists, speech/language/hearing clinical strategies, clinical considerations in service delivery to clients with communication disorders, and fieldwork experience.

**Catalog Date:** June 1, 2020

### Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
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<tbody>
<tr>
<td>DEAF 310</td>
<td>American Sign Language I</td>
<td>4</td>
</tr>
<tr>
<td>ECE 312</td>
<td>Child Development (3)</td>
<td>3</td>
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<td>or PSYC 372</td>
<td>Child Development (3)</td>
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<tr>
<td>ECE 325</td>
<td>Positive Guidance Strategies with Young Children</td>
<td>3</td>
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<td>ECE 404</td>
<td>Children with Special Needs</td>
<td>3</td>
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<tr>
<td>GERON 302</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
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<td>or PSYC 374</td>
<td>Psychology of Aging: Adult Development and Aging (3)</td>
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<td>SLPA 105</td>
<td>Articulation and Phonology for the SLPA</td>
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<tr>
<td>SLPA 110</td>
<td>Professional Issues and Practices in Speech-Language Pathology</td>
<td>3</td>
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<tr>
<td>SLPA 115</td>
<td>Speech, Language, and Hearing Clinical Strategies</td>
<td>3</td>
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<tr>
<td>SLPA 120</td>
<td>Clinical Considerations in Service Delivery to Clients with Communication Disorders</td>
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<td>SLPA 121</td>
<td>Fieldwork Experience in Speech-Language Pathology</td>
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<td>SLPA 300</td>
<td>Introduction to Communication Disorders</td>
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<td>SPEECH 325</td>
<td>Intercultural Communication</td>
<td>3</td>
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<td>SPEECH 331</td>
<td>Group Discussion</td>
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**Total Units:** 41

The Speech-Language Pathology Assistant Program Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See ARC graduation requirements.

### Student Learning Outcomes

Upon completion of this program, the student will be able to:

- describe various communication disorders, including etiology and some remedial techniques.
- explain the major areas of cultural diversity and the relationship between culture and communication.
- demonstrate skills needed to assist in the management of speech-language pathology programs and services.
- describe the therapeutic process especially in terms of how learning occurs and strategies for effective lesson delivery.
- implement a treatment protocol as prescribed by the supervising Speech-Language Pathologist.
- describe professional responsibilities and ethical behavior appropriate for the Speech-Language Pathology Assistant.

### Career Information

Upon completion of the Associate in Science degree, a student possesses the course work and field work experience to work as a Speech-Language Pathology Assistant (SLPA) in both public and private agencies, such as hospitals, rehabilitation centers, and the public schools serving preschool through adult-age clients. Successful completion of the Speech-Language Pathology Assistant program qualifies the graduate for eligibility to apply to the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board for registration as a Speech-Language Pathology Assistant.
Speech-Language Pathology (SLPA) Courses

SLPA 105 Articulation and Phonology for the SLPA

This course introduces principles and practices for management of individuals with articulation and phonologic disorders, with consideration for cultural and linguistic variations. Screening protocols as well as therapeutic practices and materials are discussed. Additionally, this course covers the study and application of the International Phonetic Alphabet (IPA), transcription from Standard American English to IPA, and transcription from IPA to Standard American English.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between articulation disorders and phonologic disorders.
- identify anatomical structures and physiological functions related to normal speech production.
- transcribe Standard American English into the IPA and transcribe the IPA into Standard American English.
- collect a speech sample from a child and develop a phonetic inventory.
- accurately document performance of a sample client on an articulation screener.
- model therapeutic techniques for treating articulation and phonologic disorders.
- label oral motor tools and describe how to use them effectively with clients.

SLPA 110 Professional Issues and Practices in Speech-Language Pathology

This course introduces principles and practices for management of individuals with communicative disorders, with consideration for cultural and linguistic variations. It includes legal and ethical considerations for the practicing Speech-Language Pathology Assistant (SLPA) as well as the practicing Speech-Language Pathologist (SLP). Requirements for employment in various work settings, including interdisciplinary and supervisory relationships, observational skills, mandated reporting, Code of Ethics, and scope of practice are covered. A total of six (6) hours of clinical observation at off-campus locations in the area are a part of the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate functional knowledge of professional responsibilities and ethical behavior appropriate for the Speech-Language Pathology Assistant (SLPA).
- describe the skills needed to assist in the management of speech-language pathology programs and services.
- evaluate the supervisory process, the clinical competencies expected, and the SLP/SLPA role in the process.
- describe a variety of recording and behavioral interpretation techniques for use in observation.
- identify the important skills in observation, including differentiating between fact, opinion, judgment, and speculation.
- list job professions that are considered mandated reporters and describe the process of reporting abuses (of the child or adult client).
- demonstrate functional knowledge of concepts and principles in the context of cultural and linguistic differences when serving the communicative needs of multilingual populations.
- analyze therapeutic processes and materials to address communication deficits from the review of live speech and language therapy sessions.

SLPA 115 Speech, Language, and Hearing Clinical Strategies

This course explores specific materials and strategies regarding speech, language, and hearing therapeutic service delivery with a focus on screening and intervention. It covers speech, language and hearing screening procedures, forms of Augmentative and Alternative Communication (AAC), development of forms of AAC, and the collection and transcription of language samples. This course is designed as an additional opportunity to gain more experience in preparation for fieldwork as a Speech-Language Pathology Assistant (SLPA).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify various forms of Augmentative and Alternative Communication (AAC).
- demonstrate high-tech, low-tech, and no-tech forms of AAC for use with children and/or adults.
- collect language samples in children and/or adults.
- transcribe language samples in children and/or adults.
- calculate and confirm Mean Length of Utterance (MLU).
- administer a speech and language screening and accurately document child/adult performance.
- administer a hearing screening and accurately document child/adult performance.

SLPA 120 Clinical Considerations in Service Delivery to Clients with Communication Disorders

This course introduces principles and practices for management of individuals with communicative disorders, with consideration for cultural and linguistic variations. It includes legal and ethical considerations for the practicing Speech-Language Pathology Assistant (SLPA) as well as the practicing Speech-Language Pathologist (SLP). Requirements for employment in various work settings, including interdisciplinary and supervisory relationships, observational skills, mandated reporting, Code of Ethics, and scope of practice are covered. A total of six (6) hours of clinical observation at off-campus locations in the area are a part of the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between articulation disorders and phonologic disorders.
- identify anatomical structures and physiological functions related to normal speech production.
- transcribe Standard American English into the IPA and transcribe the IPA into Standard American English.
- collect a speech sample from a child and develop a phonetic inventory.
- accurately document performance of a sample client on an articulation screener.
- model therapeutic techniques for treating articulation and phonologic disorders.
- label oral motor tools and describe how to use them effectively with clients.

SLPA 105 Articulation and Phonology for the SLPA

This course introduces principles and practices for management of individuals with articulation and phonologic disorders, with consideration for cultural and linguistic variations. Screening protocols as well as therapeutic practices and materials are discussed. Additionally, this course covers the study and application of the International Phonetic Alphabet (IPA), transcription from Standard American English to IPA, and transcription from IPA to Standard American English.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- differentiate between articulation disorders and phonologic disorders.
- identify anatomical structures and physiological functions related to normal speech production.
- transcribe Standard American English into the IPA and transcribe the IPA into Standard American English.
- collect a speech sample from a child and develop a phonetic inventory.
- accurately document performance of a sample client on an articulation screener.
- model therapeutic techniques for treating articulation and phonologic disorders.
- label oral motor tools and describe how to use them effectively with clients.

SLPA 110 Professional Issues and Practices in Speech-Language Pathology

This course introduces principles and practices for management of individuals with communicative disorders, with consideration for cultural and linguistic variations. It includes legal and ethical considerations for the practicing Speech-Language Pathology Assistant (SLPA) as well as the practicing Speech-Language Pathologist (SLP). Requirements for employment in various work settings, including interdisciplinary and supervisory relationships, observational skills, mandated reporting, Code of Ethics, and scope of practice are covered. A total of six (6) hours of clinical observation at off-campus locations in the area are a part of the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate functional knowledge of professional responsibilities and ethical behavior appropriate for the Speech-Language Pathology Assistant (SLPA).
- describe the skills needed to assist in the management of speech-language pathology programs and services.
- evaluate the supervisory process, the clinical competencies expected, and the SLP/SLPA role in the process.
- describe a variety of recording and behavioral interpretation techniques for use in observation.
- identify the important skills in observation, including differentiating between fact, opinion, judgment, and speculation.
- list job professions that are considered mandated reporters and describe the process of reporting abuses (of the child or adult client).
- demonstrate functional knowledge of concepts and principles in the context of cultural and linguistic differences when serving the communicative needs of multilingual populations.
- analyze therapeutic processes and materials to address communication deficits from the review of live speech and language therapy sessions.

SLPA 115 Speech, Language, and Hearing Clinical Strategies

This course explores specific materials and strategies regarding speech, language, and hearing therapeutic service delivery with a focus on screening and intervention. It covers speech, language and hearing screening procedures, forms of Augmentative and Alternative Communication (AAC), development of forms of AAC, and the collection and transcription of language samples. This course is designed as an additional opportunity to gain more experience in preparation for fieldwork as a Speech-Language Pathology Assistant (SLPA).

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify various forms of Augmentative and Alternative Communication (AAC).
- demonstrate high-tech, low-tech, and no-tech forms of AAC for use with children and/or adults.
- collect language samples in children and/or adults.
- transcribe language samples in children and/or adults.
- calculate and confirm Mean Length of Utterance (MLU).
- administer a speech and language screening and accurately document child/adult performance.
- administer a hearing screening and accurately document child/adult performance.

SLPA 120 Clinical Considerations in Service Delivery to Clients with Communication Disorders

This course introduces principles and practices for management of individuals with communicative disorders, with consideration for cultural and linguistic variations. It includes legal and ethical considerations for the practicing Speech-Language Pathology Assistant (SLPA) as well as the practicing Speech-Language Pathologist (SLP). Requirements for employment in various work settings, including interdisciplinary and supervisory relationships, observational skills, mandated reporting, Code of Ethics, and scope of practice are covered. A total of six (6) hours of clinical observation at off-campus locations in the area are a part of the course.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate functional knowledge of professional responsibilities and ethical behavior appropriate for the Speech-Language Pathology Assistant (SLPA).
- describe the skills needed to assist in the management of speech-language pathology programs and services.
- evaluate the supervisory process, the clinical competencies expected, and the SLP/SLPA role in the process.
- describe a variety of recording and behavioral interpretation techniques for use in observation.
- identify the important skills in observation, including differentiating between fact, opinion, judgment, and speculation.
- list job professions that are considered mandated reporters and describe the process of reporting abuses (of the child or adult client).
- demonstrate functional knowledge of concepts and principles in the context of cultural and linguistic differences when serving the communicative needs of multilingual populations.
- analyze therapeutic processes and materials to address communication deficits from the review of live speech and language therapy sessions.
This course explores specific disorders of communication, and their causes and characteristics. Specific materials and strategies regarding service delivery are emphasized, with a focus on evidence-based practice. Similarities and differences with regard to therapeutic service provision by the Speech-Language Pathology Assistant (SLPA) and the Speech-Language Pathologist (SLP) are introduced. This course covers remediation techniques and rationales for commonly used therapeutic approaches as well as principles of learning, strategies for service delivery with groups of clients, data collection, clinical documentation, and record keeping. The scope of responsibilities and the role of the SLPA in intervention and behavior management strategies are also reviewed. A total of six (6) hours of clinical observation at off-campus locations in the area are a part of the course.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- formulate information related to the etiologies, variations, and disorders of human communication.
- critique common treatment strategies used in remediation of communication disorders.
- investigate principles of evidence-based practice.
- demonstrate functional knowledge of the therapeutic process.
- observe and report clinical behavior in an objective manner, including techniques for accurate charting and graphing of client responses.
- implement a treatment protocol as prescribed by the supervising SLP.

SLPA 127 Childhood Language Development

This course explores specific disorders of communication, and their causes and characteristics. Specific materials and strategies regarding service delivery are emphasized, with a focus on evidence-based practice. Similarities and differences with regard to therapeutic service provision by the Speech-Language Pathology Assistant (SLPA) and the Speech-Language Pathologist (SLP) are introduced. This course covers remediation techniques and rationales for commonly used therapeutic approaches as well as principles of learning, strategies for service delivery with groups of clients, data collection, clinical documentation, and record keeping. The scope of responsibilities and the role of the SLPA in intervention and behavior management strategies are also reviewed. A total of six (6) hours of clinical observation at off-campus locations in the area are a part of the course.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- label anatomic structures involved in the hearing mechanism and speech mechanism.
- describe developmental patterns in early language learning which lay the foundation for the communicative process.
- identify the aspects of culture which impact the development of language.
- label anatomic structures involved in the hearing mechanism and speech mechanism.
- describe the differences between phonology, morphology, syntax and pragmatics.
• examine and describe prelinguistic communication behaviors.
• identify markers of a potential language impairment.
• compare a transcribed language sample with Brown's Stages of Morphological Development.
• correlate sound play and phonological development to expressive language.

SLPA 299 Experimental Offering in Speech-Language Pathology

Units: 0.5 - 4
Prerequisite: None.
Catalog Date: June 1, 2020

SLPA 300 Introduction to Communication Disorders

Units: 3
Hours: 54 hours LEC
Prerequisite: None.
Advisory: Eligible for ENGRD 310 or ENGRD 312 AND ENGWR 300; OR ESLR 340 and ESLW 340.
Transferable: CSU
Catalog Date: June 1, 2020

This course is an introduction to the field of communication disorders, including an overview and history of the profession of speech-language pathology. It includes an overview of various speech and language disorders, as well as guidelines for determining the development of typical and atypical speech and language, and a minimum of three hours of video observations.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

• differentiate between typical and atypical speech and language development.
• identify major categories of communication disorders and their possible etiological factors.
• label diagrams of anatomical structures necessary for the production of speech.
• identify communication disorders in individuals of various ages with consideration of cultural and linguistic differences.
• identify various options for employment within the field, as well as professional organizations which support the field.
• analyze therapeutic processes and materials to address communication deficits from the review of multimedia sources.

Faculty

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