1. Call to Order

2. Approval of the December 7, 2017 Senate Minutes (Action)

3. Special Order: Presidential Briefing

4. Report of the Chair

5. PCC Proposal to Establish a Post-Baccalaurete Certificate in Bilingual Speech-Language Pathology (Senate Document #17-18-18) (Action)

6. PCC Proposal to Rename the Program in Education Policy & Leadership to Teaching and Learning, Policy, and Leadership (Senate Document #17-18-19) (Action)

7. Special Order
   Lucy Dalglish & Warren Kelley
   Co-Chairs, Joint President/Senate Inclusion & Respect Task Force
   Update on Task Force Deliberations

8. New Business

9. Adjournment

CALL TO ORDER

Senate Chair Falvey called the meeting to order at 3:18 p.m.

APPROVAL OF THE NOVEMBER 1, 2017 SENATE MINUTES (ACTION)

Chair Falvey asked for additions or corrections to the minutes of the November 1, 2017, meeting; hearing none, he declared the minutes approved as distributed.

REPORT OF THE CHAIR

Spring 2017 Senate Meetings
Chair Falvey announced that the first Senate meeting of the spring semester would be on February 7, 2018. He stated that a complete schedule could be found at https://senate.umd.edu/senate-meetings. Falvey noted that the spring semester is expected to be busy due to much of the work that is currently in our various committees coming forward for a vote and encouraged Senators to be actively engaged in the discussion of these important issues.

Senate Elections
Falvey announced that the Senate Office would begin the candidacy/election process for all staff, student, and single-member constituency Senators for 2018-2019 on January 16, 2018. Falvey asked Senators to encourage their colleagues to run to be Senators or consider running, if eligible. Full details about the timeline and process are available under the "Get Involved" tab on the Senate website.

NOMINATIONS COMMITTEE SLATE 2017-2018 (SENATE DOCUMENT #17-18-15) (ACTION)

Christopher Walsh, Chair of the Committee on Committees, presented the Nominations Committee Slate 2017-2018 (Senate Document #17-18-15) and provided background information on the process for developing the slate.

Falvey opened the floor to discussion of the slate; hearing none, he called for a vote on the proposal. The result was 79 in favor and 4 opposed. **The motion to approve the slate passed.**

CODE OF STUDENT CONDUCT REVISION (SENATE DOCUMENT #16-17-08) (ACTION)

Andrea Dragan, Chair of the Student Conduct Committee, presented the Code of Student Conduct Revision (Senate Document #16-17-08) and provided background information on the proposal.

Falvey opened the floor to discussion of the proposal.

Senator Levermore, faculty, College of Computer, Mathematical, and Natural Sciences asked if the Office of General Counsel vetted the revised policy and supported the proposal.

Dragan explained that the Committee worked extensively with the Office of General Counsel and consulted with them on the language that would be changed and what original language would remain. She noted that the Office of General Counsel fully supported the document as written.

Senator Bigio, faculty, A. James Clark School of Engineering, inquired about the current and previous standard of evidence and if the new standard was considered looser or tighter than the previous standard.

Dragan explained that the current standard of evidence is the clear and convincing standard and the proposed change is to the preponderance of the evidence, which is that it is more likely than not that it happened based on all of the evidence that has been provided.

Senator Priola, faculty, College of Agriculture & Natural Resources, questioned the minimization of attorneys for students. He noted that students are fundamentally minors and asking them to speak for themselves regarding a crime is unreasonable due to their age and maturity. Attorneys should play an active role when dealing with serious accusations that have the potential of leading to expulsion.

Dragan replied that the revised policy still allows attorneys to be involved through an advisory role. They are able to provide guidance to the student throughout the entire process. The major change is that attorneys are not allowed to speak on behalf of a student. This allows the student to speak on the charges and provide statements since they are addressing a student review board.

Dragan introduced Andrea Goodwin, Director of the Office of Student Conduct, to address the role of attorneys. Goodwin explained that there is a Student Legal Aid Office on campus that is a free service that provides student defenders who are allowed to accompany the student and give opening and closing statements as well as ask questions during the proceedings. The preponderance of evidence standard is consistent with all of our peer institutions. Since these are administrative hearings, and not legal proceedings, we are having students speak for themselves to a panel of students.

Priola expressed concerns about attorneys being excluded from the process when the result could affect a student's permanent record or lead to expulsion.

Goodwin noted that attorneys are allowed to write appeals for the students who are facing expulsion or suspension. These appeals are sent to the Senate Student Conduct Committee, which is composed of faculty, staff, and students.

Dean Dalglish, Philip Merrill College of Journalism, asked for clarification on whether the preponderance of evidence standard is a lesser standard than clear and convincing, which would mean that we are downgrading the proof slightly.

Dragan noted that there is a slightly lesser burden of proof for evidence. She stated that the majority of students that go in front of the Office of Student Conduct tend to plead responsible so the majority cases do not need to go in front of a student board. Therefore, the Office of Student Conduct does not believe the change will have a significant impact on the cases.

Senator Huntley, undergraduate student, College of Agriculture & Natural Resources agreed that attorneys should play a role when there are serious violations. He questioned whether the clear and convincing standard was appropriate for sexual misconduct cases but understood that because the

standard must be the same for all types of conduct cases, the new standard was more appropriate. Senator Huntley asked how the preponderance of evidence related to the University's drug policy.

Goodwin stated that the University must adhere to Maryland and Federal law so any change regarding drugs would result in a change in the Code. We have to make sure our policies align with federal and state laws.

Senator Katz, undergraduate student, Robert H. Smith School of Business, stated that not all students could afford an attorney so the change in the standard results in an even playing field.

Dragan noted that students that have the means to hire an attorney had an unfair advantage so it is an equity issue and part of the reason why the Code reflects the elimination of the role of attorneys to speak for the students during the hearings.

Senator Rhee, undergraduate student, College of Education introduced Kiley Duffy, SGA Director of Shared Governance. Duffy expressed her approval of reducing an attorney's role and noted that it creates more fairness for all students.

Senator Huntley stated that he agreed with Katz and Duffy regarding fairness for student representation but also suggested that if we are lowering the standard of evidence then we need to make sure students are adequately represented so no one is wrongfully convicted.

John Buckner, Student Conduct Committee member, noted that these are not legal proceedings but rather administrative proceedings. The attorneys have an advisory role and can be in the room and can help the student. They just cannot speak on their behalf.

Dragan concluded with a statistic stating that out of the 466 student conduct cases processed last year there were only two expulsions and 14 suspensions. The large majority of cases that come to the Office of Student Conduct receive educational sanctions.

Falvey called for a vote on the proposal. The result was 72 in favor and 6 opposed. **The motion to approve the proposal passed.**

SPECIAL ORDER OF THE DAY MULTI-FACTOR AUTHENTICATION

Jeffrey Hollingsworth, Interim Vice President for Information Technology & Chief Information Officer, presented an update on the multi-factor authentication implementation and provided background information. The primary reason for multi-factor authentication is because a password is not adequate security in the current modern computer world. Passwords alone can easily be compromised and the potential damage considering the amount of people involved at UMD is too great to risk.

The compromise of one user's password could impact everyone. Email addresses alone cause reputational damage since emails can contain sensitive student information, FERPA protected information, or even recommendations for recruiting faculty. Any compromised accounts could block email for thousands of UMD users due to SPAM.

The recent implementation supports multiple modes of authentication such as an app, hardware token, call to a registered number, or print out of one time codes as an emergency backup. Many Big 10 schools and major corporations use multi-factor authentication.

Falvey thanked Hollingsworth for his presentation and opened the floor to any questions or comments.

Q & A

Senator Ming, exempt staff, noted that technology is very important and he commended the Division of Information Technology (DivIT) for implementing this initiative.

Senator Aldridge, graduate student, College of Arts & Humanities, expressed concerns that the initiative steers toward cell phone usage. He asked if the University had considered Microsoft Live to use email authentication since he has a no cell phone policy in his classroom. He also questioned the cost associated with personal use and for the University.

Hollingsworth encouraged working the authentication process into a ritual of starting class. Another way would be to have students authenticate prior to class since the authentication is valid for a 24-hour period. An email address is not a best practice so Duo is more secure. The University incurs a per use charge for the call feature but it is a minimal cost that DivIT is monitoring closely. He noted that they decided to have the call feature for visually impaired members of the community.

Senator Zimmerman, professional track faculty, School of Public Health inquired about how instructional faculty that are part-time, seasonal, or study abroad would be affected when there is no internet connection available or if they are not technologically inclined.

Hollingsworth explained that the underlying technology does not require an internet connection because it acts as a hardware token, which is the primary connection. He also noted that DivIT offers enroll-a-thon seminars to get people enrolled and talk them through how to use the app.

Senator Borgia, faculty, College of Computer, Mathematical, and Natural Sciences introduced Jordan Goodman. Goodman asked if ARES would be a part of the portal that connects to multiple systems. He also expressed that having backup codes has helped and felt that the multi-factor authentication was working well since its implementation.

Senator Huntley asked if DivIT was considering rolling out the implementation to SGA or Senate Executive Committee (SEC) students as a testing group.

Hollingsworth noted the need to define a group before the full implementation could roll out. He also stated that there is an option to opt in on the DivIT website.

Senator Borgia asked if there was a way to authenticate without using a cell phone or tablet since the token is hard to read and expressed concern with losing hard-copy codes.

Hollingsworth stated that there is a phone callback option for visually impaired individuals. Another option is to install software using the USB option.

Senator Hebert, exempt staff, provided an overview of his daily routine of multiple logins for various systems. He stated that it would be great if there were an option to login into every system at once.

Hollingsworth noted that the legacy systems do not offer that integration currently but stated that DivIT was working on integrating that feature using common login. In the meantime, if you type "push" on the second password it turns into a push key to help ease the login process.

Senator Rozman, contingent staff, asked whether there was training available to employees that do not have the necessary technology or smart phones or are not native English speaking.

Hollingsworth stated that DivIT was working to translate materials into Spanish to accommodate any employees that needed it. He also noted that DivIT would send someone to any office to help employees get enrolled and explain the entire process.

Senator Martinez-Miranda, faculty, A. James Clark School of Engineering, stated that her login was not valid for a 24-hour period and inquired if there are options for people that are traveling.

Hollingsworth stated that there is a check box that has to be checked in order for a login to be valid for the 24-hour period. He also noted that those who are traveling have the option to print out codes, which are available even if your phone is in airplane mode.

NEW BUSINESS

Senator Katz announced that the University Libraries had created exam prep books checkout program. The Top Textbook Service allows students to borrow course-related textbooks and professional exam preparation study guides for up to a 4-hour period. He encouraged faculty members to advertise this free resource to their students.

ADJOURNMENT

The meeting was adjourned at 4:20 p.m.

Establish a Post-Baccalaureate Certificate in Bilingual Speech-Language Pathology (PCC 17020)

PRESENTED BY	**Dylan Roby, Chair, Senate Programs, Curricula, and Courses Committee**
REVIEW DATES	**SEC – January 23, 2018	SENATE – February 7, 2018**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**NA**
NECESSARY APPROVALS	**Senate, President, Chancellor, and Maryland Higher Education Commission**

ISSUE

The Department of Hearing and Speech Sciences in the College of Behavioral and Social Sciences proposes to establish a 12-credit Post-Baccalaureate Certificate in Bilingual Speech-Language Pathology. The purpose of this certificate is to provide students in the Speech-Language Pathology master's program with the knowledge and skills needed to become qualified bilingual service providers. There is a substantial demand for bilingual service providers in the United States. Of the 173,737 members of the American Speech-Language-Hearing Association (ASHA), only 11,197 (6.4%) are registered as bilingual service providers. There is a significant disparity resulting in 32 potential clients for every one monolingual clinician, but 52 potential clients for every bilingual clinician. In the Washington, DC metropolitan area, with its large population of English language learners, there is an even greater need for bilingual service providers.

The proposed certificate program meets the criteria set forth by ASHA to be a qualified bilingual service provider. Students will demonstrate knowledge of standards, protocols, diagnostic methods, treatment approaches, and current trends in the area of bilingual speech-language pathology.

The certificate program's 12-credit curriculum includes the following courses:
- HESP603 - Cultural and Linguistic Diversity Seminar (1 Credit)
- HESP605 - Assessment and Intervention in Bilingual Populations (3 Credits)
- HESP617 - Cultural & Linguistic Diversity (2 Credits)
- HESP648A - Clinical Practice in Speech: Diagnostic Procedures (1 Credit)
- HESP648B - Clinical Practice in Speech: Therapeutic Procedures (2 Credits)
- HESP728 - Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology (3 Credits)

Students are required to specify a target language and demonstrate advanced language proficiency upon admission and demonstrate native or near-native language proficiency upon graduation. The program will try to place each student in a clinical setting where the student's target language is spoken by the client population, although this will depend on the availability of clinical sites that serve those populations.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on November 27, 2017, and was approved by the Senate Programs, Curricula, and Courses committee on December 1, 2017.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new certificate program.

COMMITTEE WORK

The committee considered this proposal at its meeting on December 1, 2017. Jose Ortiz and Yasmeen Shah, faculty members in the Department of Hearing and Speech Sciences, presented the proposal. The proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program.

RISKS

If the Senate declines to approve this certificate program, the University will lose an opportunity to provide specialized training in bilingual speech-language pathology services, which is a growing need, particularly in the greater College Park vicinity.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal as most of the courses and administrative processes already exist under the Speech-Language Pathology program.

University of Maryland PCC
Program/Curriculum/Unit Proposal

Program: SLPA (Master of Arts in Speech-Language Pathology)

Department/Unit: Hearing and Speech Sciences

College/School: Behavioral and Social Sciences

Proposal Contact Person (with email): Jose A. Ortiz / jortiz5@umd.edu

Type of Action (check one):

☐ Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)

    ☐ Curriculum change is for an LEP Program

☐ *Rename a program or formal Area of Concentration*

☐ *Establish/Discontinue a formal Area of Concentration*

☐ Other:

☒ *Establish a new academic degree/certificate program*

☐ Create an online version of an existing program

☐ Establish a new minor

☐ *Suspend/Discontinue a degree/certificate program*

☐ Establish a new Master or Certificate of Professional Studies program

    ☐ New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - *Please <u>print</u> name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).*

1. Department Committee Chair   Yasmeen Faroqi-Shah   10/13/17

2. Department Chair   Rochelle Newman   10/13/17

3. College/School PCC Chair   KAROL SOLTAN   10/26/17

4. Dean   WAYNE McFNTOSH   10/26/17

5. Dean of the Graduate School (if required)   12/1/17

6. Chair, Senate PCC   Dylan Roby   12/1/17

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

Instructions:

When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, **and** email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):

This proposal requests the establishment of a new certificate program within the Masters of Arts Program in Speech Language Pathology (SLPA). The Bilingual Certification program is a 12 credit certificate program that will provide an area of specialization to Masters students, by offering new coursework and language-specific clinical practicum experiences. The rationale for this program is 1) to fulfill a need for bilingual service providers in clinical settings, 2) to continue to foster and grow diversity within our graduate student cohorts 3) to remain competitive with other top 20 programs, many of which already offer bilingual programs in speech-language pathology. The program requires that students demonstrate advanced language proficiency in a language other than English, with the goal of applying relevant clinical knowledge to bilingual populations. Students who successfully complete the certificate program will have acquired the skills needed to become qualified bilingual service providers.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):

GRADUATE PROGRAM PROPOSAL – CERTIFICATE IN BILINGUAL SPEECH-LANGUAGE PATHOLOGY

INTRODUCTION

The University of Maryland Certificate in Bilingual Speech-Language Pathology is intended to offer students in the Master's program in Speech-Language Pathology the opportunity to acquire knowledge and skills in specific core content areas required for working with bilingual populations. The American Speech-Language-Hearing Association requires that speech-language pathologists serving as bilingual service providers demonstrate native or near-native language proficiency in their client's language, as well as essential bilingual clinical skills. Currently qualified bilingual service providers make up about 6% of members of the American Speech-Language-Hearing Association (ASHA), in spite of the very large and growing client population in need of services. The UMD Certificate in Bilingual Speech-Language Pathology would offer a means by which graduate students in the Speech-Language Pathology master's program would be able to acquire the requisite knowledge skills to work with these populations. This program would provide students with relevant coursework and practicum experiences, leading to a bilingual certification. The Certificate in Bilingual Speech-Language Pathology will further cement and expand on our department's commitment to providing our students with the tools that they need to appropriately serve individuals from culturally and linguistically diverse backgrounds. Students enrolled in the program would gain knowledge in essential content areas such as bilingual education models and theories, multicultural perspectives, and language development in a bilingual environment.

Table of Contents
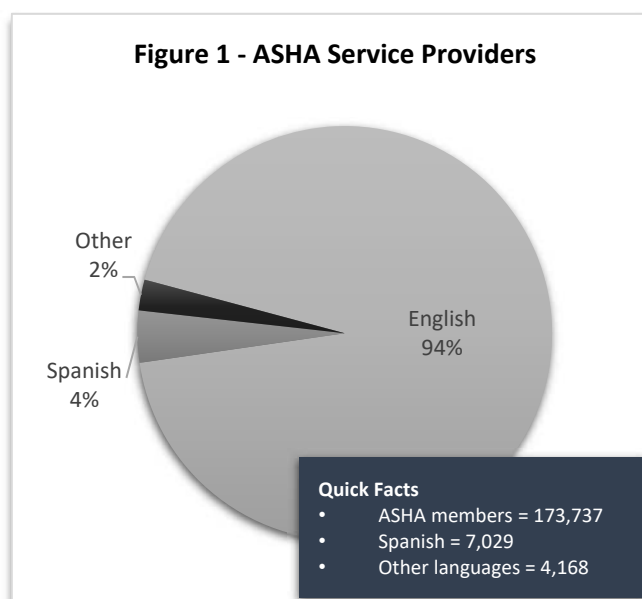
1. Mission & Purpose

Objective

The Certificate in Bilingual Speech-Language Pathology is a clinical preparation program for emerging bilingual speech-language pathologists (SLP). The core objective of the program is to provide students with the knowledge and skills needed to become qualified bilingual services providers, by meeting the criteria set forth by the American Speech-Language-Hearing Association (ASHA 2017). By fulfilling these requirements, students will acquire the skills needed to provide clinical services to culturally and linguistically diverse populations. Students will demonstrate knowledge of standards, protocols, diagnostic methods, treatment approaches, and current trends in the area of bilingual speech-language pathology. The Certificate in Bilingual Speech-Language Pathology is intended for speakers of any language, and is not language-specific. The goal is to train all bilingual speech-language pathologists, not just those who speak a specific language. This broad focus will increase applicability across the language spectrum, and provide opportunities to a sufficiently diverse range of students.

With respect to our ongoing commitment to diversity within our educational community, the Certificate in Bilingual Speech-Language Pathology aligns well with both the University of Maryland's strategic plan and the Maryland State Plan for Postsecondary Education. The proposed program will serve to support the recruitment, retention, and advancement of a diverse student body, in addition to equipping graduate students with expertise specifically related to cultural and linguistic diversity in the field of speech-language pathology.

Need

ASHA requires that all bilingual service providers demonstrate not only a high level of language proficiency, but also specific clinical skills related to service provision for bilingual clients. The UMD Certificate in Bilingual Speech-Language Pathology would allow students to attain the knowledge and skills needed to fulfill these requirements. Students who have successfully completed the program will earn a credential from the university, to certify that they possess the abilities needed to work with culturally and linguistically diverse populations. The Certificate in Bilingual Speech-Language Pathology will further advance the university's goal of developing an ever-widening range of programs for the continuing needs of students/professionals, by providing an opportunity for students to achieve proficiency in working with individuals from diverse backgrounds.

Figure 1 - ASHA Service Providers

Other 2%
English 94%
Spanish 4%

Quick Facts
- ASHA members = 173,737
- Spanish = 7,029
- Other languages = 4,168

There is a substantial demand for bilingual service providers in the United States. Of the 173,737 members of ASHA, only 11,197 (6.4%) are registered as bilingual service providers (ASHA 2016). The number of qualified providers available differs greatly from the population of bilingual clients who need these services. According to the most recent statistics available from the U.S. Department of Education (2015), of the 50 million students in public schools, English Language Learners (ELLs) make up about 4.4 million students (9.2%). About 13% of all students receive some form of special education services, with the vast

majority receiving speech therapy services. The practical effect of this is that there is a significant disparity resulting in 32 potential clients for every one monolingual clinician, but 52 potential clients for every bilingual clinician. Importantly, this is a conservative estimate, which does not take into account the disproportionate representation of ELLs in special education, or the high demand for services provided in specific languages. In many instances, a service provider who speaks the language of a given client population is simply not available. In these cases, either a monolingual English speaking SLP ends up providing the service, or there is a lapse in service during the time in which a bilingual provider is found. Both of these scenarios are very common occurrences.

There is a great degree of variability in the numbers of ELLs from state to state, from county to county, and even from one neighborhood to another. In the state of Maryland, this variability is very clear; some areas of the state have relatively low numbers of ELLs, while others have high numbers. Consider the percentages of ELLs in the region shown in Table 1. Although the overall percentage of ELLs in Maryland is lower than that of the US as a whole, certain counties have significantly higher populations of ELLs than others resulting in a greater demand for bilingual professionals, speech-language pathologists among them. For example, ELLs account for 15.4% of students in public schools in Montgomery county but only 7.6% overall in the state of Maryland (Maryland State Department of Education, 2015). It is clear that certain areas have a greater need than others, with our region being an area of particularly high need.

Table 1 - English Language Learners in the region (2013-2014 school year)	
Area	**% ELLs***
United States	**9.2%**
State of Maryland	**7.6%**
Prince George's County	15.9%
Montgomery County	15.4%
Washington DC	10.0%
Anne Arundel County	4.9%
Baltimore City	4.3%
Baltimore County	3.9%
The percentage of students in public schools classified as ELLs	
Source: Maryland State Department of Education (2015)	

ASHA STANDARDS
In order to meet the definition of the requirements of becoming a qualified bilingual service provider, the Certificate in Bilingual Speech-Language Pathology will adhere to the standards outlined by ASHA, which states that bilingual service provider meet the following requirements:
- Speak their primary language and to speak (or sign) at least one other language with native or near-native proficiency in lexicon (vocabulary), semantics (meaning), phonology (pronunciation), morphology/syntax (grammar), and pragmatics (uses) during clinical management.
- Possess the specific knowledge and skill sets necessary for the services to be delivered.
- Demonstrate the ability to independently provide comprehensive diagnostic and treatment services for speech, language, cognitive, voice, and swallowing disorders using the client's/patient's language and preferred mode of communication.
- Possess the linguistic proficiency to:
  o Describe the process of normal speech and language acquisition—for both bilingual and monolingual speakers of that language, including how those processes are manifested in oral and written language (or manually coded languages when applicable).

o Select, administer, and interpret formal and informal assessment procedures to distinguish between communication differences and communication disorders.
o Apply intervention strategies for treatment of communication disorders in the language or mode of communication most appropriate for the needs of the individual.

SIMILAR PROGRAMS

As of 2016, there were 79 speech-language pathology graduate programs in the U.S. with a multicultural or bilingual focus registered with ASHA (2016). 47 of these programs offer a specific focus on bilingualism, with 32 having both a multicultural and bilingual focus. Importantly, there is a large proportion of bilingual programs in the Top 20 Speech-Language Pathology graduate programs in US New and World Report (2017). Of the top programs 7, or about 1/3, have a bilingual focus (see Table 2). This is in contrast with proportion of bilingual programs in the remaining 245 graduate SLP programs, below the top 20. Of these graduate programs only 40, or about 1/6, offer a bilingual focus (see Figure 2). Finally, there are no regional programs that offer a focus on bilingualism in the field of speech-language pathology, and the University of Maryland stands out as the only regional program with a multicultural focus.

Table 2 – Top 20 Graduate Programs with Bilingual Focus		
Program	Ranking	Score
University of Iowa	1	4.5
University of Arizona	7	4.1
University of Texas-Austin	7	4.1
University of North Carolina-Chapel Hill	12	4.0
University of Texas-Dallas	12	4.0
University of Minnesota-Twin Cities	16	3.9
Arizona State University	17	3.8

Figure 2 – Top 20 vs below Top 20 SLP Graduate Programs with & without a Bilingual Program

Top 20 Programs — Bilingual Program 33%, No Bilingual Program 67%

Programs below Top 20 — Bilingual Program 16%, No Bilingual Program 84%
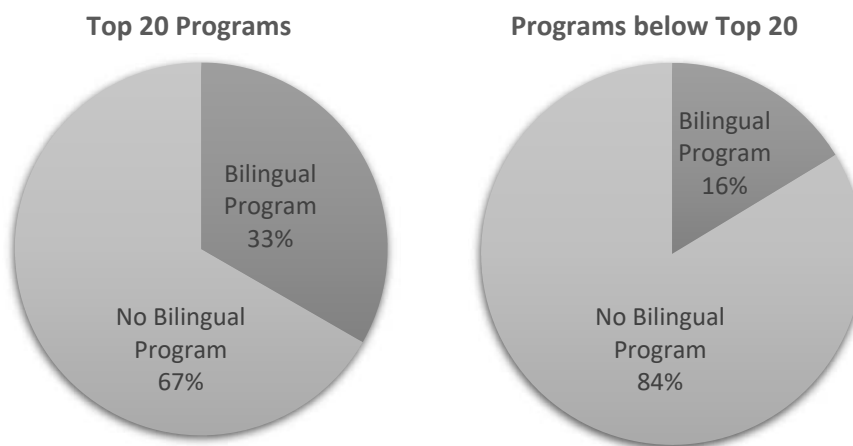
There is a great degree of variability in the curricula of bilingual speech-language pathology programs, but there are some commonalities. Most programs have both an academic and a clinical component, with a clock hour requirement. Four sample programs are shown below. All of these bilingual programs are

incorporated into the master's program in communicative sciences and disorders, but require supplemental coursework to be taken. In other words, students in these programs are required to be enrolled in a speech-language pathology master's program, but also take additional course related to cultural and linguistic diversity.

Sample SLP Bilingual Programs

Columbia University Teachers College
- School speech-language-hearing program
- Assessment and Evaluation, with bilingual/bicultural focus faculty
- Language Disorders in Children, with bilingual/bicultural focus faculty
- Communication Disorders in Bilingual/Bicultural Children*
- Practicum Requirement: 50 hours

University of Texas Austin
- Language Theory and Bilingualism*
- Collaborative Models of Assessment and Intervention for Bilingual Children*
- Practicum Requirement: 125 hours

New York University
- Bilingual Multicultural Education: Theory and Practice*
- Intercultural Perspectives in Multilingual Multicultural Education*
- Language Development and Disorders in School-Aged Children
- Culturally/Linguistically Diverse Populations: Approaches in CSD*
- Perception and Production of Speech
- Practicum Requirement: 50 hours

Portland State University
- Bilingual Topics in Communication Disorders*
- Advanced Assessment and Intervention for Children from Multicultural Backgrounds*
- Practicum Requirement: 125 hours

* Indicates course that are not required in the typical master's program course sequence

2. PROGRAM CHARACTERISTICS

CATALOG DESCRIPTION

The University of Maryland Certificate in Bilingual Speech-Language Pathology will provide students with the knowledge and skills needed to become qualified bilingual speech-language pathology service providers. This program is intended for students who are enrolled in the Master's program in Speech-Language Pathology in Hearing and Speech Sciences (HESP), and who demonstrate native or near native proficiency in a language other than English. The program comprises 12 credit hours of coursework in addition to a supervised clinical practicum experience.

CURRICULUM

The Certificate in Bilingual Speech-Language Pathology was developed with the goal of providing students with the academic knowledge and clinical skills that are fundamental to working with bilingual populations. This program builds on content of the Cultural Linguistic Diversity Emphasis Program (CLD-EP) in the Speech-Language Pathology Master's program, which began in the fall 2016 semester. The CLD-EP is a specialty track within our Master's program, which was developed as a means of educating students on issues related cultural and linguistic diversity in the field of speech-language pathology. Students in this track participate in clinical practicum experiences, seminars, and clinical discussions that emphasize the role that diversity plays in professional practice. The Certificate Program in Bilingual Speech-Language Pathology is intended to provide a greater focus on linguistic diversity, more specifically, by training students to become bilingual service providers. Students in the proposed program will participate in all of the activities required of the CLD-EP track, but will also participate in additional training specifically related to bilingual speech-language pathology.

Students enrolled in the Certificate in Bilingual Speech-Language Pathology are required to take specific coursework in order to meet the requirements of the program, in addition to all courses required in the master's program (Table 3). All academic coursework is to be delivered using traditional face to face instruction, not online. Enrolled students will be required to take a new course on assessment and treatment in speech pathology (HESP 605). HESP 603 and 617 are required for students in the CLD-EP, and will be required for students in the Certificate in Bilingual Speech-Language Pathology as well. Both HESP 648 and 728 are already required by students in their master's program, but students enrolled in the Certificate in Bilingual Speech-Language Pathology will be required to participate in clinical activities that necessitate providing services in their target language. Students will be given the opportunity to provide services to bilingual clients during both their on-campus and off-campus clinical experiences.

Table 3 – Certificate in Bilingual Speech-Language Pathology Coursework	
Coursework	**Credits**
HESP 603 – Cultural and Linguistic Diversity Seminar	1
HESP 617 – Cultural & Linguistic Diversity	2
HESP 605 – Assessment and Intervention in Bilingual Populations	3
*HESP 728 – Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology	3
*HESP648A Clinical Practice in Speech: Diagnostic Procedures	1
*HESP648B Clinical Practice in Speech: Therapeutic Procedures	2
Total	12
*Requirement of the MASLP program	

Assessment and Intervention in Bilingual Populations

The *Assessment and Intervention in Bilingual Populations* (see Appendix B for Syllabus) course will provide students with a strong foundation in providing assessment and treatment services to bilingual and multilingual clients. The course integrates foundational information pertaining to bilingual/multilingual aspects of speech and language and provides students with a framework for approaches to working with individuals from linguistically diverse backgrounds. This class is designed to educate and train student clinicians to serve as qualified bilingual speech-language pathologists.

LEARNING OUTCOMES

The coursework for this program is intended to provide a strong knowledge-base in a set of core competency areas. Theses competencies are based on the criteria outlined by ASHA with regard to the skills needed by bilingual service providers. The following are the intended learning outcomes of this program (see Appendix C for learning objectives worksheet).

- Students will demonstrate the ability to diagnose communication disorders in both bilingual and monolingual speakers of a language other than English. This includes the ability to distinguish between a language difference and a language disorder.
- Students will effectively apply intervention strategies for treatment of communication disorders in the language or mode of communication most appropriate for the needs of the individual, taking into account cultural practices.
- Students will demonstrate knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and current best practices.
- Students will demonstrate an understanding of the social and cognitive processes underlying bilingualism and bilingual language development, and the application to clinical practice.

CLINICAL COMPETENCY

In order to ensure that graduate students sufficiently develop required bilingual clinical skills, enrolled students will be required to demonstrate acquisition of specific clinical competencies, based on expectations outlined by ASHA. Students will be evaluated in each competency area throughout their clinical practicum experiences, via a *Clinical Competency Skills Assessment*. In order to successfully complete the program, all clinical competencies must be met by the last semester of graduate study. In order to develop competencies, students are required to accrue 50 clock hours providing services to clients with communication/related disorders in their target language. These clock hours should consist of a combination of both treatment and diagnostic services, and will be accrued during both the on-campus and off-campus clinical practicum courses, HESP 648A, 648B, and 728. During the on-campus clinical practicum, the goal will be to develop underlying clinical skills related to working with bilingual clients, while the off-campus placement (HESP 728) is intended to be language-specific. For their off-campus placement, students will be provided with the opportunity to work with a client population in their target language. Supervision will be provided by a licensed and certified speech-language pathologist with knowledge and skills related to working with linguistically diverse individuals. All efforts will be made to find students an appropriate off-campus placement site that provides a sufficient opportunity to work with their target population.

MONITORING AND ADVISING OF STUDENTS

Academic advisement will be provided to ensure students enrolled in the Certificate in Bilingual Speech-Language Pathology successfully fulfill the requirements. A faculty advisor will be assigned to each student, in order to provide guidance relating to content areas. Each student will be expected to attend

advisory meetings regularly to ensure successful progression through the program. In addition, students will participate in core meetings and seminars that focus on topics in the field of bilingual speech-language pathology.

RELATED ELECTIVE COURSES

Although not explicitly required, students enrolled in the Certificate in Bilingual Speech-Language Pathology may choose to take the following related elective courses, which are offered in other departments at the university. The effect on these other departments is not expected to be significant given that these courses are not requirements, and the fact that our expected enrollment is 5 students or less. These courses may not be used as a substitute for any other required courses, and for this reason very few students may actually elect to take these courses. In the case that there is a high level of interest in these courses, communication and coordination between our department and these departments will be required to ensure that there is no undue burden on the outside departments.

Table 4 – Related Coursework
EDHD 779Q – Bilingualism and Biliteracy Acquisition
EDCI 631 – Student Assessment in the Second Language Classroom
EDCI 632 – Special Education and Oral Language Development in TESOL
SLAA 610 – Research and Theories in Second Language Acquisition
SLAA 650 – Second Language Analysis

ADMISSIONS & GRADUATION REQUIREMENTS

Application
Those who wish to apply to the Certificate in Bilingual Speech-Language Pathology should indicate this on their application to the master's program. Students who have been admitted to the master's program, but who have not applied to the Certificate in Bilingual Speech-Language Pathology will have until August 1st before their first semester of graduate study to apply. Applications will be reviewed and a decision will be made before the start of the semester.

Language Proficiency on Admission
Students are required to specify a target language and are required to demonstrate intermediate-advanced proficiency in this language. On application to the Certificate in Bilingual Speech-Language Pathology, students must submit proof of language proficiency. This includes any of the following: academic transcripts demonstrating successful completion of advanced foreign language coursework (high school and college), a passing grade on a language proficiency examination, or a written statement of language exposure. Each application will be reviewed and evaluated individually in order certify that each student does demonstrate the required level of proficiency to participate in the Certificate in Bilingual Speech-Language Pathology.

An important component of this program is the clinical aspect of working in a language other than English, which is achieved through the off-campus placement (HESP 728). Though the goal is to provide every student with an opportunity to participate in a practicum placement using his or her target language, it is possible that finding local supervision for a given language may prove to be extremely difficult. Other resources may be available to our department in some instances. For example, there are a number of modern language departments at the university, which potentially offer access to speakers of those languages. This provides access to resources for many, but not all, languages in which our student clinicians may wish to practice. For this reason, acceptance into the program would depend on the student and faculty jointly developing a solution, such as an off-campus placement in another region or country.

GRADUATION REQUIREMENTS

Coursework
Graduation requirements include successful completion of all courses required of the graduate program, supplemental coursework, and practicum hours required for the Certificate in Bilingual Speech-Language Pathology. Full-time enrollment is expected of students, for a portion of the program. Successful completion of the master's program with Certificate in Bilingual Speech-Language Pathology will result in the receipt of a Bilingual Certificate/Credential from the University of Maryland.

Thesis/Candidacy Paper
Students enrolled in the Certificate in Bilingual Speech-Language Pathology are expected to write their thesis or candidacy paper on a topic relevant to cultural and linguistic diversity. Specific topics should be discussed with the academic advisor. Students are expected to complete their thesis/candidacy paper in the spring semester of their second year of graduate study.

Comprehensive Examination
Enrolled students will be provided with an additional question on their comprehensive examination, related to bilingual speech-language pathology. This will be used to evaluate students' ability to integrate knowledge of topics related to cultural and linguistic diversity to professional practice. Students are required to take their *Comprehensive Examinations* in the spring semester of their second year of graduate study.

Language Proficiency on Graduation
Per ASHA standards, all bilingual service providers are required to demonstrate native or near-native language proficiency across all domains of language (i.e. vocabulary, grammar, phonology, reading, and writing). In order to meet this standard, all students must receive a passing grade on the *ACTFL Oral Proficiency Interview assessment (*https://www.actfl.org/professional-development/assessments-the-actfl-testing-office/oral-proficiency-assessments-including-opi-opic*)*. Students should contact their faculty advisor for more information regarding registration and timing of when this assessment should be taken.

PROJECTED ENROLLMENT
Enrollment will vary depending on the size of the larger master's program cohort. The target cohort size will be five students. Initial interest in the program may be low during the rollout of the program, but is expected to increase over time. Currently students who are interested in attaining bilingual clinical training in communication disorders attend graduate programs that have a focus on bilingualism. Presently, our department is not attracting these students. With the commencement of the CLD-EP program, there are students who have in some part been swayed toward our program due to a newly formalized focus on multiculturalism. As the Certificate in Bilingual Speech-Language Pathology becomes more established and develops an increased reputation, the goal will be to attract students who would typically apply to bilingual programs at other universities. The implementation of a bilingual-specific focus will further encourage those interested in cultural and linguistic diversity to apply to our program rather than another university.

FACULTY
Several faculty members in the department currently conduct research and practice clinically in the population of clients from linguistically diverse backgrounds. Given their areas of research and clinical

focus, the following faculty members are able to contribute to the goals of the Certificate in Bilingual Speech-Language Pathology. This information is summarized in Table 5.

Table 5 – HESP Faculty		
Faculty Member	**Area of Focus**	**Potential Courses**
Kathryn Dow-Burger, M.A., CCC-SLP	Autism spectrum disorder, fluency, cultural and linguistic diversity	HESP603 HESP617 HESP648 HESP728
Jan Edwards, Ph.D., CCC-SLP	Language acquisition, speech and language processing, language diversity and dialect shifting	HESP605
Yi Ting Huang, Ph.D.	Language acquisition, psycholinguistics, emergent literacy, bilingualism	HESP605
Yasmeen Faroqi-Shah, Ph.D., CCC-SLP	Aphasia, neurolinguistics, neural plasticity, bilingualism and multiculturalism	HESP605 HESP603 HESP617
Eusebia Mont, M.S., CCC-SLP	Adult and pediatric speech and language disorders, telepractice, cultural and linguistic diversity, professional practice issues	HESP605 HESP603 HESP617 HESP648 HESP728
Rochelle Newman, Ph.D.	Speech perception, language acquisition, word-finding errors, word recognition, bilingualism, autism, concussion	HESP605 HESP603 HESP617
Jared Novick, Ph.D.	Psycholinguistics, bilingualism, cognitive control, neuroscience	
José Ortiz, M.A., CCC-SLP	Bilingual speech and language development, cultural and linguistic diversity, clinical education	HESP605 HESP603 HESP617 HESP648 HESP728
Nan Ratner, Ed.D, CCC-SLP	Speech and language acquisition in typical children and children with communication disorders, monolingual/bilingual fluency, parent-child interaction	HESP605

Each of the following faculty positions are required for a specific need within the program. The following roles are not mutually exclusive, and one faculty member may serve multiple roles. The stated responsibilities listed for each faculty member are what are generally required for this program, but many of these responsibilities may overlap with HESP faculty members' current duties. Although there are several roles that must be undertaken, it is not expected that any new full-time faculty hires will be required for the program.

- *Program director:* The program director will serve to oversee the planning and operations of the program. The principal role of the director will be to ensure the long-term success and achievement of the stated program goals. This includes planning, ongoing program evaluation, development, and facilitation of communication amongst all members and students in the program.
- *Faculty advisor(s):* The faculty advisor(s) will serve in an ongoing support role for enrolled students. The faculty advisors will provide guidance to enrolled students, in relation to specific content areas. This faculty member should be an individual who is knowledgeable in the area of

cultural and linguistic diversity within the field of speech-language pathology. The faculty advisor's primary role will include meeting with students as needed for the duration of the time that they are enrolled in the program. Multiple faculty advisors may be designated, in order to span a sufficiently broad range of content areas (e.g. bilingualism research, pediatric assessment, adult treatment, etc.) It is expected that those faculty members currently serving as advisors in the CLD Emphasis Program will also serve as advisors for students in the Certificate in Bilingual Speech-Language Pathology.

- *Course instructor (for Bilingual Assessment & Treatment course):* A faculty member is required to teach the new course, focusing on bilingual assessment and treatment in speech-language pathology. The faculty member who is assigned to serve as the course instructor should have a strong background in the following content areas in speech-language pathology: bilingual language development, bilingual assessment, treatment techniques, laws and current trends in bilingual service provision. The new course will be offered by a current faculty member in the department; this may be offered via faculty overload, or may be offered in lieu of other teaching. If offered in lieu of other teaching, this would require the use of an adjunct course instructor.

OTHER RESOURCES

Library resources
A library assessment has been initiated and is expected to be completed by November 30th, 2017. Once completed, this information will provided as an addendum to this proposal.

Facilities
No additional physical resources will be required in terms of facilities.

Administrative
No additional administrative resources are expected to be required.

3. IMPLEMENTATION

RECRUITMENT

Several methods of recruitment may be employed to attract students to our program who may not have otherwise applied. Historically, although many applicants to speech-language pathology graduate programs have a background in communication disorders, many do not. A significant proportion of students come from other disciplines, including linguistics, psychology, human development, education, English, and foreign languages. It will be helpful to tap into sources of potential applicants at the university who may not have been aware of our new program, specifically those who have a high level of proficiency in a language other than English. Traditional methods of advertising, such as on our department website and printed materials for recruitment tables at the annual ASHA convention will also be helpful.

ACCREDITATION & LICENSURE

The Certificate in Bilingual Speech-Language Pathology will not require specific accreditation, aside from the accreditation that is already required for the Speech-Language Pathology Master's program. Similarly, the proposed program does not require licensure specific to becoming a bilingual service provider. All students graduating from the Master's program must attain speech-language pathology licensure/certification at both the state and national levels, but a specific certification for bilingual service provision is not currently required in order to practice professionally in the state or country. Neither the state of Maryland nor ASHA offers a credential specific to bilingual speech-language pathologists and, for this reason, the proposed program will not lead to a separate certification.

COORDINATION WITH OTHER ORGANIZATIONS

A key component to the successful continued development of this program will rely on the strength of the relationships that we are able to develop within the community. As a graduate program, we already have a very well-established reputation for training strong clinicians. We have long-standing ties to many organizations in the community, in the form off-campus practicum settings, including schools, hospitals, private clinics, and rehabilitation centers to name a few. These relationships can be further cultivated in order to establish ourselves as a leader in educating and training service providers with a specialized set of skills needed for working bilingual clients. In addition, as we continue to develop our program, we can begin to seek out new relationships to which we may not have had access in the past. By having a population of students who are trained to work as bilingual service providers, we will be able to work closely with those organizations that specifically need the services, which we will be uniquely qualified to provide.

FUNDING

In order to assist our students, we will explore opportunities for funding sources that may offset the cost of tuition. A possible funding source may be through public school districts. Currently we have a relationship with Montgomery Country Public Schools, in which students receive reduced tuition by committing to a work within the Montgomery county school system for predetermined period of time. Given the demand for bilingual service providers within the Montgomery County, it may be possible to increase the number of students funded through this relationship. In addition, it may be possible to develop a similar relationship with other local communities, specifically Prince George's county and D.C. public schools, both of which have very high numbers of English Language Learners.

EFFECT ON HISTORICALLY BLACK INSTITUTIONS (HBI)

It is not anticipated that the Certificate in Bilingual Speech-Language Pathology will have any significant effect on HBIs in the state of Maryland.

RELATED PROSPECTIVE PROGRAMS

The Certificate in Bilingual Speech-Language Pathology is intended only to serve students enrolled in our master's program in Speech-Language Pathology. There are several potential elements that are related to the Certificate in Bilingual Speech-Language Pathology that may be implemented in the future. These additional elements include: 1.) a post-graduate certification program, 2.) an online post-graduate certification program, and 3.) study abroad experiences. These are related to, but independent of the currently proposed program, and are not contained within the scope of this proposal. These elements are presented below simply to outline potential future directions of the department as they relate to proposed program.

Post-graduate Program

The post-graduate program is a certificate program intended for licensed SLPs, who already have a master's degree and who desire to attain the required skills needed to work with bilingual individuals in their clinical practice. This may include clinicians who are already working with bilingual clients, but who have had no formal training in this area, or those clinicians who don't currently work with bilingual clients, but who would like to expand their scope of professional practice. The ability to offer a post-graduate program to currently practicing SLPs would greatly increase the department's ability to have a substantial positive impact on our community of clinicians in the region. A post-graduate program would be developed separately, but would contain coursework that mirrors that which we offer in our Master's level bilingual program. This program would be developed in coordination with the Office of Extended Studies as a professional certificate program, and is not contained within the scope of this proposal.

Although there are relatively few post-graduate bilingual programs, one of the most successful implementations of this type of program is the Bilingual Extension Institute at *Columbia University, Teachers College*. This program is offered to licensed SLPs, leading to a bilingual certification in New York State. The program consists of 6 weekends of instruction, over the course of 6 months. The Bilingual Extension Institute is a non-degree program, which was started in 1996, and for the past ten years has enrolled 50-70 students per cohort. Tuition for the program is currently $6,350 for the 2017 class.

A potential additional component to implement is a post-graduate online program. The online program would exist to serve the same purpose as the residential post-graduate program, but with a potentially much greater reach. Rather than solely offering the opportunity to students in the region, the online variant would make the program accessible to SLPs throughout the country. Currently, there is only one online bilingual programs in SLP offered in the United States, at Teachers College, Columbia University.

Study Abroad

Study abroad opportunities serve two purposes: 1.) To provide students with opportunities to work with culturally and linguistically diverse populations outside of the U.S. 2.) To increase the visibility of our department. Because of the nature of the bilingual program, study abroad opportunities mesh well with the focus of our curriculum. Required practicum hours could be obtained abroad while working with the target language population. Models for study abroad programs in SLP bilingual programs vary. Some programs, including the University of Colorado Boulder, use the experience as a means of providing

language immersion. Other programs provide opportunities to provide services to underprivileged populations in different areas around the word (without necessarily focusing on language proficiency). Teachers College – Columbia University, for example, works with other medical professionals to provide services to individuals with cleft palate in Ghana.

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https://www.usnews.com/best-graduate-schools

Appendix A: Sample Course Sequence

Term	Course	Credits
Fall 1	HESP616 Language Disorders in Preschool Age	2
	HESP626 Language Disorders in School Age	2
	HESP702 Diagnostic Procedures	2
	HESP612 Fluency Disorders	2
	HESP648A Clinical Practice in Speech: Diagnostic Procedures	**1**
	HESP648B Clinical Practice in Speech: Therapeutic Procedures	**2**
	HESP 603 – Cultural and Linguistic Diversity Seminar	**1**
Winter 1	**Possible elective (e.g., Cultural & Linguistic Diversity, Counseling; Medical SLP) HESP617 Cultural & Linguistic Diversity****	**2-3**
Spring 1	HESP620 Speech Production Across the Lifespan	3
	HESP610 Language Disorders in Adults	2
	HESP611 Cognitive Disorders in Adults	2
	HESP602 Neurological Bases of Communication	2
	HESP648B Clinical Practice in Speech: Therapeutic Procedures	2
Summer 1	HESP625 Dysphagia	2
	HESP627 Alternative & Augmentative Communication	2
	HESP648B Clinical Practice in Speech	2
	HESP 605 Bilingual Assessment and Treatment	**3**
Fall 2	HESP601 Foundations of Scientific Enquiry	1
	HESP624 Voice Disorders	2
	HESP728 (Outplacement) Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology*	**3**
	Thesis option: HESP799 Master's Thesis Research	1-3
	Possible elective	2-3
Winter 2	Possible elective	2-3
	Non-thesis candidacy research: HESP638 Candidacy Paper	2
Spring 2	HESP639F Autism	2
	HESP728 (Outplacement) Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology*	3
	Thesis Option: HESP799	3
	Possible elective	2-3
*Either the first or second semester of HESP728 will be utilized for the clinical clock hour requirement in the target language. The specific sequence will be determined by the clinical placement coordinator. ***May be offered in the summer of the 2nd year of graduate study if they have not already been completed as electives in prior semesters.*		

Appendix B: Course Syllabus

Assessment and Treatment in Bilingual Populations – HESP-605
Fall 2017

Time:	Thursday 2:30– 5:00pm	**Location:**	Lefrak 0135
Professor:	José A. Ortiz, M.A., CCC-SLP	**Email:**	Jortiz5@umd.edu
Office:	Lefrak 0123	**Office Hours:**	Thurs 12:30pm – 1:25pm or by appointment

COURSE DESCRIPTION

The course integrates foundational information pertaining to bilingual/multilingual aspects of speech and language and provides students with a framework for approaches to working with individuals from linguistically backgrounds. This class is designed to educate and train student clinicians in order to serve as qualified bilingual speech-language pathologists.

COURSE OBJECTIVES

Students will gain an increased knowledge of:
- Typical/atypical bilingual language development
- Models and theories of bilingual education
- Speech-language assessment and treatment procedures for culturally and linguistically populations
- The application of standardized and nonstandardized assessment measures to bilingual individuals
- Laws, regulations and guidelines related to working with individuals from culturally and linguistically diverse populations and across languages
- The application of linguistic features specific to the target language to speech-language service delivery

LEARNING OUTCOMES

At the completion of the course students will be able to:
- Identify the key components of specific models of bilingual education
- Identify and distinguish between different types of bilingualism
- Distinguish between typical and atypical bilingual language development
- Understand the processes of planning, administration and interpretation of test results for bilingual individuals
- Identify key components of appropriate practice guidelines for working with individuals from culturally and linguistically diverse populations
- Utilize foundational theoretical knowledge to be able to provide appropriate services to bilingual individuals
- Design appropriate treatment plans taking into account linguistic differences of the client
- Identify specific challenges that individuals form culturally and linguistically diverse populations face

ASHA/CAA KASA STANDARDS ADDRESSED IN THIS COURSE

Standard IV-B – The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases across the lifespan.

Standard IV-C – The applicant must demonstrate knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing, disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychology, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: Articulation; Receptive and expressive language (phonology, morphology,

syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities; Cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); Social aspects of communication (challenging behavior, in effective social skill, lack of communication opportunities).

Standard IV-D – The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders

REQUIRED READING

Course Textbook:

Paradis, J., Genesee, F., & Crago, M. (2011). Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning (2nd edition). Baltimore, MD: Paul H. Brookes.

Readings:

Adger, C.T., Wofram, W., Christian, D. (2007). Dialects in Schools and communities 2nd edition. Mahwah, NJ: Lawrence Erlbaum. (Chapter 4, Interpreting Language Difference pp. 86-97)

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Byrd, C. T., Bedore, L. M., & Ramos, D. (2015). The disfluent speech of bilingual Spanish–English children: Considerations for differential diagnosis of stuttering. Language, speech, and hearing services in schools, 46(1), 30-43.

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Lahey, M. (1988). Language Disorders and Language Development. Needham, MA: Macmillan. pp. 177-198, 429-436.

Patterson, J. (1999). Lexical development in bilingual infants and toddlers: Comparison to monolingual norms. Language Learning, 43(1), pp. 93-120.

Plante, E. & Vance R. (1994). Selection of Preschool Language Tests: A Data-Based Approach, Language, Speech, and Hearing Services in Schools, *25*, pp. 15-24.

Restrepo, M.A. (1998). Identifiers of Predominantly Spanish-Speaking Children with Language Impairment, JSLHR, pp. 1398-1411.

Riquelme, L. (2013). Cultural Competence for Everyone: A Shift in Perspectives. *Perspectives on Gerontology, 18*(2), 42-49.

Roseberry-McKibben, C. (2008). Increasing language skills of children from low income backgrounds. San Diego: Plural Publishing (Chapter Practical strategies for increasing the literacy skills of children from low-SES backgrounds pp. 123-157).

GRADING AND ASSESSMENT

GRADING SCALE:

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C- = 70-72	D+ = 65-69	D = 60-64	F = below 60

CLASS ASSIGNMENTS

Students will complete a variety of individual and/or group assignments and projects throughout the semester.

Diagnostic Evaluation
You will be required to plan, administer and interpret a diagnostic evaluation in your target language as part of this course. You will subsequently write a diagnostic report, interpreting your findings. You are expected to utilize culturally and linguistically appropriate assessment procedures, taking into account the all aspects of assessment discussed in class. You will create a diagnostic plan, select assessment tasks, administer standardized tests and document your results.

Resource Manual
As part of this class, you will be required to design and create a resource manual for your target language including assessment and treatment tools that you can use as part of a diagnostic evaluation or intervention. You will synthesize a variety of materials for assessment treatment from books, journal articles, and normative data. The goal is to create a comprehensive tool that will guide you through the process of assessment and treatment for bilingual clients in your target language.

In-Service
Professional practice is a major focus of this course, and as part of this, you will be required to conduct an in-service in your target language to at least one other individual who is a speaker of that language. This could include parents, peers, or other professionals in the field. The topic of your in-service must be related to the field of speech-language pathology, and must be approved before your provide the in-service. You will submit an outline for your intended in-service topic, as well as a reflection paper after you have completed your in-service.

In-class Presentation

You will conduct one presentation to your peers in class. Presentations topics may assessment tool analyses, topics related to treatment, or other topics related to course material. Presentation topics are to be determined, and must be approved by the course instructor beforehand.

Final & Mid-term Examinations

This examinations will be comprehensive examinations, in which you will be required to demonstrate your ability to apply clinical concepts and topics discussed in class. You will be required to show your understanding of fundamental skills essential for working with clients form culturally and linguistically diverse populations including: diagnosis, treatment planning, deriving outcomes/impressions, and goal/objective targeting. The format of the examinations is to be determined.

Grading Summary	
Assignment	**Percent of Grade**
Resource Manual	25%
Diagnostic Report	15%
In-service	10%
Presentation	15%
Mid-term Examination	15%
Final Examination	15%

DATE	TOPIC	REQUIRED READING
September 4	Introduction to course • Laws/Regulations/ASHA Standards • Multicultural and multilingual Populations in the US/Statistics • Terms and definitions • Roles and responsibilities	
September 11	Typical Bilingual Speech/Language Development • Bilingual, bidialectal, and monolingual individuals • Types of bilingualism • Identifying skills in L1 and L2 (establishing language input and output, academic vs. social language) • Diagnosing disorders in bilingual individuals; distinguishing disorder vs. difference. • Socioeconomic status	Paradis, J. et al, Ch 1, Ch2 Roseberry-McKibben, C. (2008) ASHA (2006)
September 18	Bilingual Education • Bilingual education models and theories • English as a second language and English Language Learners • Academic and social language – the impact on vocabulary development • Current trends and practices in bilingual education • Literacy and bilingualism	Paradis, J. et al, Ch3, Ch 4 Horton-Ikard, R. & Weismer, S.E. (2007) Kay-Raining Bird, E. et al (2005) **Recommended**: Bialystok, E. (2001)
September 25	Bilingual Education (cont) • Roles and responsibilities of SLP's in an educational setting • School-based assessment Considerations for Assessment • Taking into consideration language background and use in all contexts • Sources of information (assessment and pre-assessment) • Impact of social factors on assessment • Using standardized non-standardized measures • Bias, validity, and reliability of specific tests • Selecting appropriate assessment instruments • Dynamic assessment—approaches for appropriate assessment • Working with/without normative data • Code-mixing	Paradis, J. et al, Ch 5, Ch 6 Gorman, B. & Gillam, R. (2003) Hwa-Froelich, D. & Westby, C. (2003)
October 2	Language assessment and intervention • Selecting language of assessment; code-switching • Assessment of content and form (overlapping/non-overlapping features of morphosyntax, language transfer effects, developmental norms) • Language sample analysis in bilingual individuals • Vocabulary knowledge across languages	Paradis, J. et al, Ch 8, Ch 9 Patterson, J. (1999). Bedore, L. & Peña, E. (2009) Restrepo, M.A. (1998) **Recommended**: Gutiérrez-Clellen, V.F., & Simon-Cereijido, G. (2009) Plante, E. & Vance R. (1994).
October 9	Phonology assessment and intervention • Considerations for assessment phonological skills in both languages • Overlapping and non-overlapping features of phonology • Language transfer vs. phonological processes	Goldstien, B. (2004) pp 259-285 Klein, H. (1984)

October 16	Fluency disorders in bilingual individuals • Taking into account fluency in the context of bilingualism • Making accommodations for diagnosis based on target language • Assessing fluency in both languages	Byrd, C.T. et al. (2001) Goldstien, B. (2004). 287-308
October 23	**MIDTERM EXAMINATION**	
October 30	Lab: Assessment using target language	
November 6	Intervention • Goals of intervention • Academic and social language • Methods of supporting L2 with L1 • Language choice for intervention	Gutierrez-Clellen, V.F. (1999) Roseberry-McKibben, C. (2008) Lahey, M. (1988)
November 13	Intervention • Modalities of language (phonology, language, fluency) • School-based service delivery • RTI • Working with caregivers and other professionals	Paradis, J. et al, Ch 10
November 20	Presentations	
November 27	Alternative/Augmentative Communication • Bilingual AAC • Assessment and treatment in multiple languages • Considerations for collaboration with caregivers and other professionals	Bridges, S. (2004)
December 4	Dysphagia, dysarthria and related conditions • Bilingualism in neurologically based communication disorders • Cultural competence in service delivery	Riquelme, L. (2013)
December 11	Lab: Discussion of results of assessment of assigned bilingual speech-language evaluation	
December 18	**FINAL EXAMINATION**	

CLASS POLICIES:

Adherence to course policies is mandatory, and is expected of all students enrolled in the course. Failure to adhere to the class policies will result in referral to the student progress committee.

Assignments – All assignments can either be submitted via hardcopy or electronically. Adhere to the stated due dates; assignments turned in late will not be accepted. An assignment is considered late if it is not handed in by the beginning of the class on which it is due (or deadline otherwise specified). If a deadline for an assignment other than class time was specified, you are responsible for adhering to that.

This is a writing-intensive course and as such you will submit multiple assignments throughout the semester in which you will be required to exercise your clinical writing skills. You are expected to utilize theoretical knowledge as a basis for clinical decisions, and this should be reflected in your documentation. All written assignments must include citations and references, using APA format, when citing an idea that is not your own. If your assignments are missing references, points will automatically be deducted from your grade for that assignment.

Participation – You are expected to participate in class discussion on a regular basis. Participation includes questions and dialogue with peers and the instructor in class. Attendance in class does not automatically equal participation.

Professional Behavior – It is expected that an environment of professionalism, mutual respect and courtesy will be maintained at all times, in both oral and written communication. This includes, but is not limited to the following:

- As a student in this program, you are always being observed. Keep this in mind and maintain a professional demeanor at all times.
- Professional dress (business casual) is expected during any clinic activity. If a student's dress is deemed inappropriate, they will be asked to leave the clinic premises and/or not participate in any clinical activities. Please wear your name-badge while participating in any clinical function.
- You are expected to maintain confidentiality of your clients at all times (this includes discussions in public spaces, on documentation, specific/revealing details, etc.)
- Use of electronic devices for purposes other than note-taking is not allowed during class. It is s a distraction for you and your peers.
- Be respectful and appropriate in your email correspondence and interactions with your peer in order to maintain an open and supportive classroom environment.
- You are the professional; provide your peers, instructors and supervisors with the same level of professionalism that you would expect to receive.

Active Pursuit of Help if Help is Needed – Please, do not let concerns; confusion or problems accumulate until the end of term. You are graduate students and it will be your responsibility to ask clarifying questions in class, make an appointment with me to discuss any issues related to course information you do not understand and to generate active solutions to problems that may arise during discussions. Performance projects/written reports: One of the most important skills a clinician can possess is the ability to integrate and understand information from a variety of sources. The information in this course will relate directly to upcoming graduate level clinical experiences and will serve as the foundation for your future skills as a clinician. This class is designed to teach you how to identify and understand the diagnostic assessment process when information is not always obvious, clear or readily available, and how to use that information in planning for treatment. Therefore, you will be expected to conduct independent research on topics as needed and apply the information you learn, rather than memorize it. This practicum will be challenging in that it requires you take what you have learned in the classroom and apply it in the clinical setting, so please take time to reflect each class meeting on what you have learned. There will be no opportunities for make-up assignments.

Academic Integrity – All students are responsible for understanding and complying with the University of Maryland's statement on Academic Integrity. A copy if this statement is available at https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf

Program Contact: Jose Ortiz   Phone: ext. 5-4228   E-mail: jortiz5@umd.edu

Date submitted to Academic Unit Head:

Program Goals: The Certificate in Bilingual Speech-Language Pathology is intended to be a clinical preparation program for emerging bilingual speech-language pathologists. The core objective of the program is to provide students with the knowledge and skills needed to become qualified bilingual services providers, by meeting the criteria set forth by the American Speech-Language-Hearing Association. By fulfilling these requirements, students will acquire the skills needed to work clinically with linguistically diverse populations. Students will demonstrate knowledge of standards, protocols, diagnostic methods, treatment approaches, and current trends in the area of bilingual speech-language pathology.

Relevance of goals to the mission statements and/or strategic plans of the University, College, or Program as applicable:

The learning outcomes listed below are in keeping with the mission of the Department of Hearing and Speech Sciences: to provide the highest level of education, research, and service in communication sciences and disorders.

Student Learning Outcomes (list the three-to-five most important)	Assessment Measures and Criteria (describe one or more measures for each outcome and criteria for success)	Assessment Schedule (initial year, and subsequent cycle)
Students will demonstrate the ability to diagnose communication disorders in both bilingual and monolingual speakers of a language other than English. This includes the ability to distinguish between a language difference and a language disorder.	This will also be assessed via a *Clinical Competency Skills* assessment, in each clinical course that requires the student to perform a diagnostic evaluation (HESP648A, HESP728). Students' ability to apply knowledge in clinical settings with bilingual clients will be evaluated, with the goal of identifying difference versus disorder. The a *Clinical Competency Skills* assessment will be used as a benchmark to assess specific clinical skills related to work with bilingual populations. This skill will also be assessed in HESP605 through the *Diagnostic Evaluation* assignment, in which students will apply knowledge and skills to a client with the goal of completing a full bilingual speech-language evaluation.	Students' clinical competencies will be evaluated every semester by their on-campus clinical supervisor in the first year of graduate student, in order to ensure continued acquisition of all expected skills. At the start of the semester before graduation (typically spring of the second year), students will have a final clinical competency evaluation. In addition, all students must meet annually with an academic advisor chosen from the HESP faculty, who will advise them on their plan of coursework and monitor their academic progress.

Students will effectively apply intervention strategies for treatment of communication disorders in the language or mode of communication most appropriate for the needs of the individual, taking into account cultural practices.	This will be assessed via a *Clinical Competency Skills* assessment, in each clinical course that requires the student to perform intervention (HESP648B, HESP728). Students will be required to demonstrate their application of knowledge related to service provision for bilingual clients. The *Clinical Competency Skills* assessment will be used as a benchmark to assess specific clinical skills related to work with bilingual populations.	Students' clinical competencies will be evaluated every semester by their on-campus clinical supervisor in the first year of graduate student, in order to ensure continued acquisition of all expected skills. At the start of the semester before graduation (typically spring of the second year), students will have a final clinical competency evaluation. In addition, all students must meet annually with an academic advisor chosen from the HESP faculty, who will advise them on their plan of coursework and monitor their academic progress.
Students will demonstrate knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and current best practices.	This will be assessed in HESP617, specifically through the *Fact Sheet* and *Student Presentation* assignments. For both of these assignments, students are required to conduct research on specific cultural groups, and provide insight into how this information is relevant to clinical practice. Students are required to demonstrate insight into how understanding cultural diversity may affect service delivery, either positively or negatively, taking into account current trends in the field. This skill will also be assessed in the *Candidacy/Thesis Paper*, in which students are required to research and write on a topic related to bilingual speech-language pathology.	This skill will be evaluated in the first year of graduate study, when students are expected to take HESP617. The *Candidacy/Thesis Paper* is to be completed in the spring semester of the second year of graduate study.
Students will demonstrate an understanding of the social and cognitive processes underlying bilingualism and bilingual language development, and the application to clinical practice.	This will be assessed in HESP605, specifically through the *Resource Manual a*ssignment, in which students are required to develop clinical resources, derived from available research on bilingualism, that take into demonstrate knowledge of important factors related to bilingualism. Students are required to demonstrate their ability to integrate information, and synthesize new materials for clinical application with bilingual populations. This skill will be also be assessed in the students' comprehensive examinations, in which they will be required to respond to an additional question related to bilingualism.	This skill will be evaluated in the summer semester of the first year of graduate study, when students are required to take HESP605. Students are required to take their *Comprehensive Examinations* in the spring semester of their second year of graduate study.

DATE: 11/29/2017

TO: Dr. Rochelle Newman

             Professor and Chair, Department of Hearing & Speech Sciences

FROM: On behalf of the University of Maryland Libraries:

             Chuck Howell, Subject Librarian for Hearing & Speech Sciences

             Maggie Saponaro, Head of Collection Development

             Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the [name of group requesting assessment] in the Department of Hearing & Speech Sciences (HESP) to create a Certificate Program in Bilingual Speech – Language Pathology. Clinical Asst. Professor Jose Ortiz of HESP, serving as departmental contact, asked that we at the University of Maryland Libraries assess our collection resources to determine how well the Libraries support the curriculum of this proposed program.

Serial Publications

The University of Maryland Libraries currently subscribe to a large number of scholarly journals—almost all in online format--that either focus on or are relevant to Hearing & Speech Sciences.

The Libraries subscribe to all but one of the top ranked journals that are listed in the Audiology & Speech – Language Pathology category in the Science Edition of *Journal Citation Reports**. These journals include the following, all of which are available online:

- *Trends in Hearing* – ejournal – 1996 -present
- *Hearing Research* – ejournal - 1995 – present
- *Ear and Hearing* – ejournal – 1980 -present
- *Journal of Fluency Disorders*– ejournal - 1995 -present; print – 1977-1994
- *Brain and Language* - ejournal -1995 -present; print – 1974-1994
- *AAC: Augmentative & Alternative Communication* - ejournal – 2001- 18 months ago; print – 1985-2005
- *International Journal of Language and Communication Disorders*– ejournal – 1966 – present
- *Language, Cognition and Neuroscience* – ejournal – 1985 – present
- *Noise & Health* – ejournal – 1998 - present
- *Journal of Speech, Language & Hearing Research* – ejournal – 1958 - present
- *International Journal of Audiology* – ejournal – 1962 - present
- *The Journal of the Acoustical Society of America* – ejournal – 1929 - present
- *Language & Speech* – ejournal – 1958 – 18 months ago
- *Journal of Communication Disorders* – ejournal – 1995 - present

The one highly-ranked core journal to which the Libraries does not currently subscribe is *Audiology and Neurotology*, published by Karger (Basil, Switzerland). However, articles in journals that we do not own likely will be available through Interlibrary Loan/Document Delivery.

Other journals of interest in the holdings of UMD Libraries include:

- *American Journal of Speech-Language Pathology*
- *Australian journal of human communication disorders*
- *British journal of disorders of communication: the journal of the College of Speech Therapists, London*
- *Canadian Journal of Speech-Language Pathology and Audiology*
- *Communication Disorders Quarterly*
- *Directory, resources for deafness and other communication disorders /National Institute on Deafness and Other Communication Disorders, (NIDCD) Information Clearinghouse*
- *European journal of disorders of communication: the journal of the College of Speech and Language Therapists, London*
- *Handbook of hearing aid measurement*
- *Hearing, speech, and communication disorders: cumulated citations*
- *Human communication and its disorders: a review*
- *Journal of Multilingual Communication Disorders*
- *Journal of Speech-Language Pathology & Applied Behavior Analysis*
- *Journal of speech-language pathology and audiology = Revue d'orthophonie et d'audiologie.*
- *South African Journal of Communication Disorders*
- *Studies in speech pathology and clinical linguistics*
- *Topics in Language Disorders*

*Note: *Journal Citation Reports* is a tool for evaluating scholarly journals. It computes these evaluations from the relative number of citations compiled in the *Science Citation Index* and *Social Sciences Citation Index* database tools.

Databases

The Libraries' *Database Finder* (http://www.lib.umd.edu/dbfinder) resource offers online access to databases that provide indexing and access to scholarly journal articles and other information sources. A number of these databases cover subject areas that would be relevant to this proposed program. Databases that would be useful in the field of HESP include:

- *Academic Search Complete*
- *BioMed Central*
- *Biological Science database (ProQuest)*
- *CINAHL Plus with Full Text*
- *ERIC*
- *Education Source*
- *Films on Demand Master Academic Collection*
- *Google Scholar*
- *Health Source: Consumer Edition (EBSCO)*
- *Health Source: Nursing/Academic Edition (EBSCO)*
- *Linguistics and Language Behavior Abstracts (LLBA)*

- *Medline (EBSCO)*
- *MedlinePlus*
- *Mental Measurements Yearbook with Tests in Print (EBSCO)*
- *Neurosciences Abstracts*
- *Project Muse/UPCC Ebooks*
- *PsycARTICLES*
- *PsycINFO (EBSCO)*
- *Psychology & Behavioral Sciences*
- *PubMed*
- *Reference Universe*
- *Science Citation Index (Web of Science)*
- *Springer eBooks (2005-2011)*
- *SpringerLink*
- *Web of Science Core Collection*
- *World Scientific eBooks*

Some of the other databases that would be relevant to this curriculum include:

- Child Trends Databank
- Communication and Mass Media Complete
- Counseling and Therapy in Video
- Dissertations & Theses Global
- Encyclopedia of Bilingual Education
- Health Policy Reference Center
- History of Science, Technology and Medicine
- National Center for Health Statistics Data Warehouse
- Neuroscience Information Framework
- Psychology and Behavioral Science
- Public Health Database
- ScienceDirect

Also three general/multidisciplinary databases, *JSTOR, MasterFILE Premier* and *Project Muse* are good sources of articles relevant to this topic.

In many-and likely in most--cases, these indexes offer full text copies of the relevant journal articles. In those instances in which the journal articles are available only in print format, the Libraries can make copies available to graduate students through either the Libraries' Scan & Deliver Program (http://www.lib.umd.edu/access/scan-deliver) or via Interlibrary Loan. (Note: see below.)

Monographs

The Libraries regularly acquire scholarly monographs in HESP and allied subject disciplines. Monographs not already part of the collection can usually be added upon request.

A search of the University of Maryland Libraries' WorldCat UMD catalog was conducted, using a variety of relevant subject terms. This investigation yielded sizable lists of citations of books that we own.

Speech Pathology - 460

Speech – Language Pathology – 99

Speech Therapy – 524

Speech Disorders - 758

Speech Disorders Therapy – 320

Language Disorders - 745

A further search revealed that the Libraries' membership in the Big Ten Academic Alliance (BTAA) substantially increases these holdings and citations.

Speech Pathology - 1572

Speech – Language Pathology – 246

Speech Therapy – 1463

Speech Disorders - 2360

Speech Disorders Therapy – 432

Language Disorders - 1686

As with our own materials, graduate students can request that chapters be copied from these BTAA books if the books are not available electronically.

Scan & Deliver and Interlibrary Loan

These services offer online delivery of bibliographic materials that otherwise would not be available online. As a result, remote users who take online courses may find these services to be helpful. Scan & Deliver and Interlibrary Loan are available free of charge.

The Scan & Deliver service scans and delivers journal articles and book chapters within three business days of the request--provided that the items are available in print on the UM Libraries' shelves or in microform. In the event that the requested article or chapter is not available on campus, Scan & Deliver will automatically refer the request to Interlibrary Loan (ILL). Interlibrary Loan is a service that enables borrowers to obtain online articles and book chapters from materials not held in the University System of Maryland.

Additional Materials and Resources

In addition to serials, monographs and databases available through the University Libraries, students in the proposed program will have access to a wide range of media, datasets, software, and technology. Library Media Services (http://www.lib.umd.edu/lms) houses media in a variety of formats that can be utilized both on-site and via ELMS course media. Statistical consulting and additional research support is available through the Research Commons (http://www.lib.umd.edu/rc) and technology support and services are available through the Terrapin Learning Commons (http://www.lib.umd.edu/tlc).

Other Subject areas and Specialists within the Libraries relevant to the proposed program include:

- Asian Languages and Cultures – Yukako Tatsumi - Curator, Prange Collection & East Asian Studies Librarian - yukako@umd.edu
- Behavioral and Community Health; Disability Studies - Nedelina Tchangalova, Public Health Librarian –STEM Libraries / Research & Learning - nedelina@umd.edu
- English Language and Literature; Second Language Acquisition - Patricia Herron, English, Latin American & Latina/o Studies, Linguistics and Second Language Acquisition - Humanities & Social Sciences Librarians / Research & Learning, - herron@umd.edu
- French, Italian, Portuguese and Spanish Language and Literature - Kelsey Corlett-Rivera, Head of Research Commons, Research & Learning - kcr1@umd.edu
- Germanic Studies - Eric Lindquist, History, American Studies, & Classics Librarian Humanities & Social Sciences Librarians / Research & Learning - ericl@umd.edu
- Hebrew and Slavic Language and Literature - Yelena Luckert - Director, Research and Learning, Research & Learning - yluckert@umd.edu
- Neuroscience and Cognitive Science (NACS) - Svetla Baykoucheva - Chemistry and Life Sciences Librarian, STEM Libraries / Research & Learning - sbaykouc@umd.edu

Other Research Collections

Because of the University's unique physical location near Washington D.C., Baltimore and Annapolis, University of Maryland students and faculty have access to some of the finest libraries, archives and research centers in the country, many of which are vitally important for researchers in HESP. These include the Library of Congress, the National Library of Medicine, the Himmelfarb Health Sciences Library at the George Washington University School of Medicine and the Dahlgren Memorial Library at the Georgetown University School of Medicine, both in the District of Columbia; the William H. Welch Medical Library at the Johns Hopkins University School of Medicine and the Health Science and Human Services Library of the University of Maryland Medical School (both in Baltimore) to name just few.

Conclusion

With our substantial journals holdings and index databases, as well as additional support services and resources, the University of Maryland Libraries have resources to support teaching and learning in the Department of Hearing & Speech Sciences. These materials are supplemented by a strong monograph collection. Additionally, the Libraries Scan & Deliver and Interlibrary Loan services make materials that otherwise would not be available online, accessible to remote users in online courses. As a result, our assessment is that the University of Maryland Libraries are able to meet the curricular and research needs of the proposed Certificate Program in Bilingual Speech – Language Pathology.

Addendum to Proposal for Certificate in Bilingual Speech-Language Pathology – December 18th, 2017

Based on the recommendations provided by the University of Maryland Senate Committee on Programs, Curricula, and Courses (PCC), the proposal for a Certificate in Bilingual Speech-Language Pathology in the department of Hearing and Speech Sciences will be modified. With respect the requirement for language proficiency, the program will now require students to demonstrate "advanced" level proficiency in their target language, which is more consistent with the expectation on graduation from the program. This requirement, which can be found on page 9 of the proposal under the heading "Language Proficiency on Admission", will be modified as follows:

> Previous language proficiency requirement:
>> "*Students are required to specify a target language and are required to demonstrate **intermediate-advanced** proficiency in this language….*"

> New language proficiency requirement:
>> "*Students are required to specify a target language and are required to demonstrate **advanced** proficiency in this language….*"

Rename the Master's Program in "Education Policy and Leadership" to "Teaching and Learning, Policy and Leadership" (PCC 17019)

PRESENTED BY	Dylan Roby, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – January 23, 2018	SENATE – February 7, 2018
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	N/A
NECESSARY APPROVALS	Senate, President, Chancellor, and Maryland Higher Education Commission

ISSUE

The Department of Teaching and Learning, Policy and Leadership in the College of Education proposes to rename its current master's program in "Education Policy and Leadership" to "Teaching and Learning, Policy and Leadership." The new name aligns with the department name as well as the existing doctoral program in Teaching and Learning, Policy and Leadership. The curriculum will not be changing. Current students will finish the program under its current name.

This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on November 27, 2017, and was approved by the Senate Programs, Curricula, and Courses committee on December 1, 2017.

RECOMMENDATION(S)

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this program name change.

COMMITTEE WORK

The committee considered this proposal at its meeting on December 1, 2017. Robert Croninger, Associate Professor in the Department of Teaching and Learning, Policy and Leadership, presented the proposal. The proposal was unanimously approved by the committee.

ALTERNATIVES

The Senate could decline to approve this new certificate program.

RISKS

If the Senate declines to approve this name change, the University will lose an opportunity to align its master's program title with its doctoral program.

FINANCIAL IMPLICATIONS

There are no significant financial implications with this proposal.

University of Maryland PCC
Program/Curriculum/Unit Proposal

Program: MA in Education Policy and Leadership

Department/Unit: Teaching and Learning, Policy and Leadership

College/School: College of Education

Proposal Contact Person (with email): Robert G. Croninger (croninge@umd.edu)

Type of Action (check one):

☐ Curriculum change (includes modifying minors, concentrations/specializations and creating informal specializations)

    ☐ Curriculum change is for an LEP Program

☒ *Rename a program or formal Area of Concentration*

☐ *Establish/Discontinue a formal Area of Concentration*

☐ Other:

☐ *Establish a new academic degree/certificate program*

☐ Create an online version of an existing program

☐ Establish a new minor

☐ *Suspend/Discontinue a degree/certificate program*

☐ Establish a new Master or Certificate of Professional Studies program

    ☐ New Professional Studies program will be administered by Office of Extended Studies

Italics indicate that the proposal must be presented to the full University Senate for consideration.

Approval Signatures - *Please print name, sign, and date. For proposals requiring multiple unit approvals, please use additional cover sheet(s).*

1. Department Committee Chair   Andrew Elby   *(signature)*   10-12-17

2. Department Chair   Francine Hultgren   *(signature)*   10-11-17

3. College/School PCC Chair   Denis Sullivan   *(signature)*   10-19-17

4. Dean   Jennifer Rice   *(signature)*   10/24/17

5. Dean of the Graduate School (if required)   *(signature)*   12/14/17

6. Chair, Senate PCC   Dylan Roby   *(signature)*   12/1/17

7. University Senate Chair (if required) _____

8. Senior Vice President and Provost _____

Instructions:

When approved by the dean of the college or school, please send the proposal and signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus-5031, **and** email the proposal document as an MSWord attachment to pcc-submissions@umd.edu.

Summary of Proposed Action (use additional sheet if necessary):

We propose to rename the current M.A. program in Education Policy and Leadership (EDPL) to be the M.A. program in Teaching and Learning, Policy and Leadership (TLPL). By renaming the program, we will be able to align the program's name with the department name where the program currently is offered. The former name for the M.A. program was associated with a department that no longer exists. We are not requesting any changes in the program's current requirements or curriculum.

Unit Code(s) (to be entered by the Office of Academic Planning and Programs):

Rationale

In July 2011, the College of Education (CoE) at the University of Maryland decided to reorganize from seven academic departments, some of which were very small, to three moderate-sized departments organized around faculty with common and complementary interests. As part of the reorganization, the Department of Education Policy Studies (EDPS), the Department of Curriculum and Instruction (EDCI) and a specialization in Organizational Leadership and Policy (OLPS), merged to form the Department of Teaching and Learning, Policy and Leadership TLPL). Since that time faculty in TLPL have sought to merge and rename associated programs to reflect the new department's name and eliminate redundancies.

In 2014 the department reorganized multiple doctoral programs into a single program called Teaching and Learning, Policy and Leadership with six specializations: Education Policy and Leadership; Language, Literacy and Social Inquiry; Mathematics and Science Education; Minority and Urban Education; Technology, Learning and Leadership; and Teacher Education and Professional Development. We are now proposing to rename our M.A. program in Education Policy and Leadership to be our M.A. program in Teaching and Learning, Policy and Leadership. Doing so will align our M.A. program's name with the department's name and current doctoral program. We are not requesting a change in requirements or curriculum for the proposed renamed program. (See Table 1.)

Table 1   Proposed Changes to MHEC Master's Program in Education Policy & Leadership

	CURRENT: MHEC Program			PROPOSED: Renamed MHEC Program
082700	**EDUCATION POLICY & LEADERSHIP**	130401		***TEACHING AND LEARNING, POLICY AND LEADERSHIP***
	CURRICULUM THEORY & DEVELOPMENT			*CURRICULUM THEORY & DEVELOPMENT*
	EDUCATION LEADERSHIP & POLICY STUDIES			*EDUCATION LEADERSHIP & POLICY STUDIES*
	EDUCATION POLICY			*EDUCATION POLICY*
	EDUCATIONAL TECHNOLOGY			*EDUCATIONAL TECHNOLOGY*
	SOCIAL FOUNDATIONS OF EDUCATION			*SOCIAL FOUNDATIONS OF EDUCATION*

Joint President/Senate Inclusion & Respect Task Force
Preliminary Recommendations for Discussion

Background

The Joint President/Senate Inclusion Task Force was charged by President Loh and Senate Chair Falvey on August 25, 2017. The task force held three campus-wide forums in September and November to get input on the experiences of members of the campus community and feedback on elements of its charge. Task force members also solicited feedback from various stakeholder groups including the University Senate, Student Government Association (SGA), Graduate Student Government (GSG), Residence Hall Association (RHA), Black Faculty Staff Association (BFSA), and non-exempt staff. In addition, the task force working groups consulted with numerous relevant units on campus including UMPD, Resident Life, Office of Civil Rights & Sexual Misconduct (OCRSM), Office of Student Conduct, Undergraduate Studies, Institutional, Research, Planning & Assessment (IRPA), the Graduate School, the Academy of Innovation & Entrepreneurship, the Health Center, Multicultural Involvement & Community Advocacy (MICA), the Student Affairs Diversity Committee, and the Montgomery County Civil Rights Coalition. The working groups also reviewed peer and other Big 10 institution data, existing climate survey data, information on current diversity programs, and current procedures for responding to hate/bias incidents before reporting preliminary recommendations to the full task force.

Climate

Campus Climate Surveys

The University's goals include increasing empathy for diverse groups and developing mutual respect, to make it possible for people to come together as equals. This means cultivating a commitment to social equality and fairness, as well as personal responsibility in achieving these outcomes. The Office of Diversity and Inclusion (ODI) should conduct biennial climate surveys of faculty, staff, and students to better understand individual experiences and assess the efficacy of diversity programming and initiatives.

Survey Methodologies: Climate research should draw upon conceptual frameworks and best practices established in scholarly literature, and should incorporate multiple approaches to data collection, methodologies, data analyses, and interpretation of findings while valuing the lived experiences of our campus community.

Content: Surveys should explore the social and personal constraints that students experience in attending events sponsored by a cultural or affinity group other than their own.

Targeted Populations: Surveys should identify and oversample for specific affinity groups so as to enable the development of targeted interventions that meet their unique needs.

Evaluation & Assessment: Surveys should assess the University's progress towards achieving its climate goals through qualitative approaches and longitudinal and scientifically valid samples. Specifically, they should evaluate the outcome of efforts to improve diversity and the impact of those activities on students. They should also assess changes in attitudes on elements of diversity over time. Feedback from climate surveys should be incorporated into the deliberations, priorities, and agenda of existing administrative and academic leadership structures.

Principles & Values Statement
The University should adopt a principles and values statement that is ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution. Everyone from the leadership down should embrace and communicate the importance of the University's principles & values:

The University of Maryland is a community of individuals living and working together to support and advance the research and educational mission of the University. The principles and values that our community strives for in our environment, our interactions with one another, and our individual and collective goals are: **Secure and Safe**, **Respectful**, **Connected**, **Inclusive Excellence**, **Peer and Personal Accountability**, and **Growth and Empowerment**.

Prevention & Education
The University should develop a coordinated prevention and education program on diversity, inclusion, and respect that is open to all faculty, staff, and students with a blend of mandatory and voluntary options and through different modes. The overall program should include a broad vision for diversity initiatives. Diversity programs, events, and trainings should be communicated at the university level and diversity themes should be integrated into the University's culture and ingrained in the UMD experience for each member of the campus community throughout their time on campus.

Programming Coordination: Representatives from existing University diversity programs as well as additional relevant representatives should collaborate on diversity programming.

Diversity Programming: Registration and information about the prevention and education program options and events should be aggregated on the ODI website categorized by topic area. All programs should have an evaluative component to assess efficacy and make necessary changes. Programming for undergraduate students should complement the learning objectives of the General Education diversity requirements.

Programming Options: Orientation activities with a diversity focus, resident assistant workshops with diversity themes, trainings on cultural competency, diversity bystander intervention, badging and e-portfolio programs, certificate programs, training on difficult dialogues, and implicit association tests.

Hate/Bias Response

The University should assure the campus community that their safety and ability to pursue their academic and work-related goals is a high priority and act assertively against threatening and intimidating conduct. The University must do more to promote civility and respectful treatment of all members of the campus and an environment where the free and open exchange of ideas can occur without the threat of intimidating conduct.

Create a new Policy on Conduct Motivated by Bias: A policy prohibiting conduct motivated by bias should be established to express University values and denounce threatening or intimidating conduct. The policy would define prohibited conduct, explain where to report different types of misconduct, and how such reports are assessed, investigated, and adjudicated by the University. The University should vigorously protect the right of free speech/freedom of expression and its use in the marketplace of ideas, but it is misguided to apply this protection to conduct that is intended to threaten and/or intimidate specific individuals.

Improve reporting to the public on hate/bias incidents in terms of coordination and transparency: A unified reporting strategy for informing our campus community of the hate/bias incidents we experience is a necessary response to desires for accountability and transparency. The new Hate-Bias Incident Response Protocol moves the University forward in clarifying roles, responsibilities, and resources for those affected by hate/bias incidents. The protocol supports the development of a reporting mechanism to aggregate information and share it with the University community. A unified strategy for reporting will reduce confusion and minimize inaccuracies on the

number of incidents our campus is experiencing. All information about hate/bias incidents and our response to them should be consolidated and all of the information related to the University's principles, policy definitions, how to report, statistics or information about recent/past incidents, and information about prevention efforts should be centralized.

We should be informed about the national context and educate our campus:
There should be education on the national context that hate incidents have been on the rise across the country. This does not minimize the seriousness and concern that we feel on our campus, but allows us to see these incidents in a larger context.

Free/Hate Speech

Free speech and freedom of expression are of paramount importance in an educational environment and should be upheld throughout University policy and practice. The University should not engage in any efforts to silence or sanction offensive speech, but the University should speak out against speech that does not align with its core principles & values, and should empower members of the University community to use counterspeech to combat hate and bias on campus.

Current Policies & Guidelines: All existing policies and guidelines related to freedom of expression and the reservation and use of space for speech and demonstrations should continue to be utilized. The guidelines should note that messages shared in chalkings may not violate other University policies prohibiting threats or harassment.

Statement on Free Speech Values: The University should endorse a new Statement on Free Speech Values. The University should take steps to communicate its viewpoint to its community, using messaging that aligns with UMD's core values. When offensive speech or conduct takes place on our campus or affects our community, the University should denounce it and explain that just because speech is protected does not make that speech appropriate or welcome in our community.

Communication: All policies, guidelines, and reference documents related to free speech, expression, and demonstration on campus should be centralized on one website with explanatory text and all resources linked.

Education & Training: The University's training and education efforts should include some form of civics education that includes free speech and resources on how to engage in counterspeech to promote your interests.

Next Steps

The task force will solicit feedback on its preliminary directions from many of the campus stakeholder groups that it met with in the fall semester before working to refine and finalize its recommendations. The task force is also holding a Design Thinking workshop with the support of the Academy of Innovation & Entrepreneurship. The task force's final report and recommendations will be presented to the University Senate on April 24, 2018 for a vote before it is forwarded to the President for final approval.

JOINT PRESIDENT/SENATE INCLUSION & RESPECT TASK FORCE

Preliminary Recommendations

BACKGROUND

- 3 Campus-wide open forums and additional meetings with stakeholder groups (SGA, GSG, RHA, BFSA, non-exempt staff)

- Formed 5 working groups: climate, prevention & education, free/hate speech, hate/bias response, policies & procedures

- Working groups reviewed peer/Big10 institution practices, scholarly research, current practice, and relevant policies

- Participated in Design Thinking Workshop with members of the Academy of Innovation & Entrepreneurship

- The task force formed preliminary recommendations in January

CLIMATE

Guiding Principle: A safe environment where individual opinions are valued, and free and open exchange of ideas is encouraged without fear of retribution.

CLIMATE

- A university-wide principles & values statement that is ingrained in the experience of every member of the campus community and continually reinforced throughout their time at the University.

- Biennial campus climate surveys that assess the experience of various constituencies and are used to evaluate training and educational efforts and progress towards our diversity-related goals.

PREVENTION & EDUCATION

Guiding Principle: A coordinated diversity education and training program that includes existing programs and new opportunities for all members of the campus community (faculty, staff, and students). Programming is offered through different modes with a blend of mandatory and voluntary opportunities and is evaluated periodically to ensure alignment with the University's diversity-related goals.

PREVENTION & EDUCATION

- Training for all incoming undergraduate students
- An e-Portfolio system that allows students to document and track skills gained throughout their experiences at the University.
- Workshops and resources for faculty and TAs on difficult dialogues in a classroom setting.
- Opportunities for individuals to learn and understand their personal biases through implicit association tests that link to relevant resources and training opportunities
- Centralized information about prevention and education program options and events

HATE/BIAS RESPONSE

Guiding Principle: The University should assure the campus community that their safety and ability to pursue their academic and work-related goals is a high priority and act assertively against threatening and intimidating conduct. The University must do more to promote civility and respectful treatment of all members of the campus and an environment where the free and open exchange of ideas can occur without the threat of intimidating conduct.

HATE/BIAS RESPONSE

- A new policy to establish the principle that the University will not tolerate an environment where students, faculty, and staff are subjected to hate-based conduct that intimidates or threatens.

- Make clear in policy and in practice about the distinction between protected speech and prohibited conduct motivated by bias.

- Centralize information and resources on reporting hate/bias incidents

FREE/HATE SPEECH

Guiding Principles: Free speech and freedom of expression are of paramount importance at a public university and should be upheld throughout University policy and practice. However, the University should speak out against speech that does not align with its core principles & values, and should empower members of the University community to use speech to combat hate and bias on campus.

FREE/HATE SPEECH

- A free speech values statement that embraces the ideals of freedom of inquiry, freedom of thought, and freedom of expression. While controversial ideas and differing views are necessary in a community of scholars, conduct that violates criminal law or university policy should not be tolerated.
- Counterspeech must be encouraged to attack hate speech
- A civics education program that includes education on free speech and hate speech and how to use speech to promote interests.
- Centralize information on policies, guidelines, reference documents and resources related to free speech, expression, and demonstration on campus.

NEXT STEPS

- Collecting feedback on preliminary recommendations from the University Senate and other campus stakeholder groups.
- Holding a design thinking workshop with the support of the Academy of Innovation & Entrepreneurship.
- Work to refine and finalize recommendations.
- Final report and recommendations will be presented to the University Senate on April 24, 2018 for a vote before it is forwarded to the President for final approval.

QUESTIONS

- What principles & values do you think should represent the University community?

- Should all incoming students take diversity-related training?

- How should information about hate/bias incidents be reported to the campus community?

- How do you think the University could encourage counterspeech?