



## 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

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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)**

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

## **COMMITTEE WORK**

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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**

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The Senate could decline to approve this new certificate program.

## **RISKS**

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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**

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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**

PCC Log No: 17020

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

**Department/Unit:** Hearing and Speech Sciences

**College/School:** Behavioral and Social Sciences


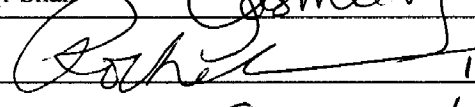
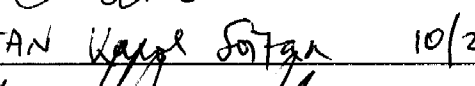
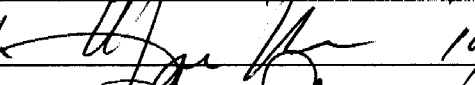
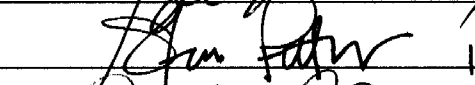
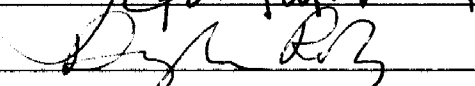
**Proposal Contact Person (with email):** Jose A. Ortiz / jortiz5@umd.edu

**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 print 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 SOETAN  10/26/17
4. Dean Wayne McFalls  10/26/17
5. Dean of the Graduate School (if required) Jim Fisher  12/11/17
6. Chair, Senate PCC Dylan Roby  12/11/17
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](mailto: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**

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**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.

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## 1. MISSION & Purpose

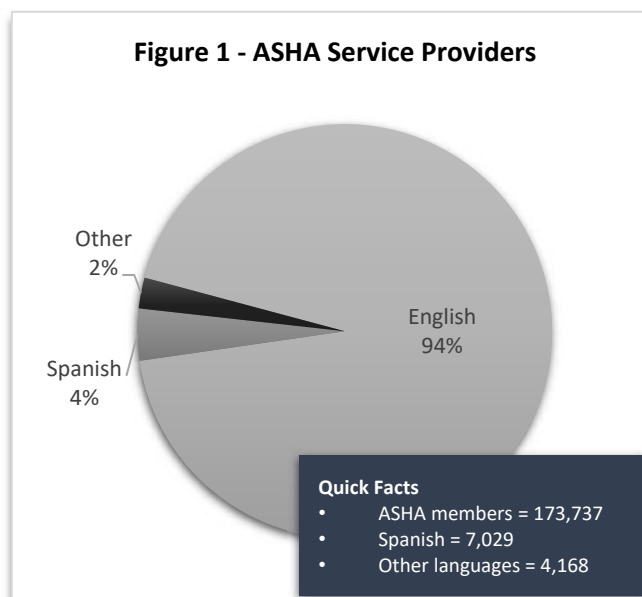
### Objective

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.



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.

<b>Area</b>	<b>% ELLs*</b>
<b>United States</b>	<b>9.2%</b>
<b>State of Maryland</b>	<b>7.6%</b>
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%
<i>*The percentage of students in public schools classified as ELLs</i>	
<i>Source: Maryland State Department of Education (2015)</i>	

#### **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:
  - 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).

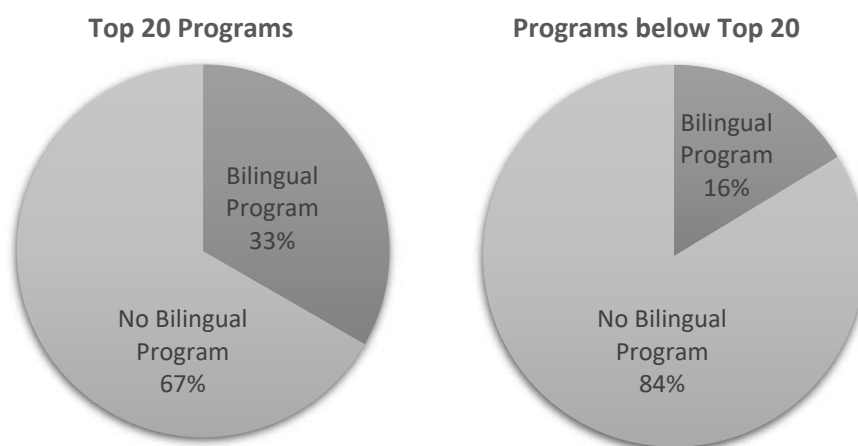
- Select, administer, and interpret formal and informal assessment procedures to distinguish between communication differences and communication disorders.
- Apply intervention strategies for treatment of communication disorders in the language or mode of communication most appropriate for the needs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

<b>Table 2 – Top 20 Graduate Programs with Bilingual Focus</b>		
<b>Program</b>	<b>Ranking</b>	<b>Score</b>
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**



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**

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#### *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.

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

### *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. These 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.

<b>Table 4 – Related Coursework</b>
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 1<sup>st</sup> 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 to 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.

<b>Table 5 – HESP Faculty</b>		
<b>Faculty Member</b>	<b>Area of Focus</b>	<b>Potential Courses</b>
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 30<sup>th</sup>, 2017. Once completed, this information will be 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**

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#### **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 County 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 world (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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American Speech-Language-Hearing Association. (2016) Demographic Profile of ASHA Members Providing Bilingual Services. <http://www.asha.org/uploadedFiles/Demographic-Profile-Bilingual-Spanish-Service-Members.pdf>

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U.S. Department of Education, National Center for Education Statistics. (2015). *The Condition of Education 2015 (NCES 2015-144)*

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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
	<b>HESP648A Clinical Practice in Speech: Diagnostic Procedures</b>	<b>1</b>
	<b>HESP648B Clinical Practice in Speech: Therapeutic Procedures</b>	<b>2</b>
	<b>HESP 603 – Cultural and Linguistic Diversity Seminar</b>	<b>1</b>
Winter 1	<b>Possible elective (e.g., Cultural &amp; Linguistic Diversity, Counseling; Medical SLP)</b> <b>HESP617 Cultural &amp; Linguistic Diversity**</b>	<b>2-3</b>
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
	<b>HESP 605 Bilingual Assessment and Treatment</b>	<b>3</b>
Fall 2	HESP601 Foundations of Scientific Enquiry	1
	HESP624 Voice Disorders	2
	<b>HESP728 (Outplacement) Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology*</b>	<b>3</b>
	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
	<b>HESP728 (Outplacement) Advanced Clinical Practice in Speech: Advanced Graduate Laboratory Practicum in Speech-Language Pathology*</b>	<b>3</b>
	Thesis Option: HESP799	3
	Possible elective	2-3
<p><i>*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.</i></p> <p><i>**May be offered in the summer of the 2<sup>nd</sup> year of graduate study if they have not already been completed as electives in prior semesters.</i></p>		

**Appendix B: Course Syllabus**

## **Assessment and Treatment in Bilingual Populations – HESP-605**

**Fall 2017**

<b>Time:</b>	Thursday 2:30– 5:00pm	<b>Location:</b>	Lefrak 0135
<b>Professor:</b>	José A. Ortiz, M.A., CCC-SLP	<b>Email:</b>	Jortiz5@umd.edu
<b>Office:</b>	Lefrak 0123	<b>Office Hours:</b>	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

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##### *Course Textbook:*

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

##### *Readings:*

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

ASHA (2006). Perspectives on Communication Sciences and Disorders in Culturally and Linguistically Diverse Populations (SID 14). Multiple authors.

Bedore, L. & Peña, E. (2009). Assessment of bilingual children for identification of language impairment: Current findings and implications for practice. International Journal of Bilingual Education and Bilingualism, 11(1), 1-29.

Bialystok, E. (2001). Bilingualism in Development: Language, Literacy & Cognition. New York: Cambridge University Press. (Chapter 6).

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.

Bridges, S. (2004). Multicultural issues in augmentative and alternative communication and language: research to practice. Topics In Language Disorders, 24(1), 62.

Goldstien, B (2004). Bilingual Language Development and Disorders in Spanish-English Speakers. Baltimore, MD. Paul H Brookes. pp 259-285, 287-308

Gorman, B. & Gillam, R. (2003). Phonological awareness in Spanish: A tutorial for speech-language pathologists. Communication Disorders Quarterly, 25(1), pp. 13-22.

Gutierrez-Clellen, V.F. (1999). Language Choice in Intervention with Bilingual Children. American Journal of Speech-Language Pathology, Nov. 1999, 8(4), pp. 291-302.

Gutiérrez-Clellen, V.F., & Simon-Cerejido, G. (2009). Using language sampling in clinical assessments with bilingual children: Challenges and future directions. Seminars in Speech and Language. 30:234-245.

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Hwa-Froelich, D. & Westby, C. (2003). Frameworks of education: Perspectives of Southeast Asian parents and Head Start staff, Language, Speech, and Hearing Services in Schools, 34 (Oct.), pp. 299-319.

Kay-Raining Bird, E., Cleave, P., Trudeau, N., Thordardottir, E., Sutton, A., and Thorpe, A. (2005). The language abilities of bilingual children with Down Syndrome. *Language, Speech, and Hearing Services in Schools*, *14*(3), pp. 187-199.

Klein, H. (1984). Procedure for maximizing phonological information from single word responses. *Language, Speech, and Hearing Services in Schools*, *15*, 267-274.

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).

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#### **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

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#### **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 you 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 from 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.

<b>Grading Summary</b>	
<b>Assignment</b>	<b>Percent of Grade</b>
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 <ul style="list-style-type: none"> <li>• Laws/Regulations/ASHA Standards</li> <li>• Multicultural and multilingual Populations in the US/Statistics</li> <li>• Terms and definitions</li> <li>• Roles and responsibilities</li> </ul>	
September 11	Typical Bilingual Speech/Language Development <ul style="list-style-type: none"> <li>• Bilingual, bidialectal, and monolingual individuals</li> <li>• Types of bilingualism</li> <li>• Identifying skills in L1 and L2 (establishing language input and output, academic vs. social language)</li> <li>• Diagnosing disorders in bilingual individuals; distinguishing disorder vs. difference.</li> <li>• Socioeconomic status</li> </ul>	Paradis, J. et al, Ch 1, Ch2 Roseberry-McKibben, C. (2008) ASHA (2006)
September 18	Bilingual Education <ul style="list-style-type: none"> <li>• Bilingual education models and theories</li> <li>• English as a second language and English Language Learners</li> <li>• Academic and social language – the impact on vocabulary development</li> <li>• Current trends and practices in bilingual education</li> <li>• Literacy and bilingualism</li> </ul>	Paradis, J. et al, Ch3, Ch 4 Horton-Ikard, R. & Weismer, S.E. (2007) Kay-Raining Bird, E. et al (2005)  <b>Recommended:</b> Bialystok, E. (2001)
September 25	Bilingual Education (cont) <ul style="list-style-type: none"> <li>• Roles and responsibilities of SLP's in an educational setting</li> <li>• School-based assessment</li> </ul> Considerations for Assessment <ul style="list-style-type: none"> <li>• Taking into consideration language background and use in all contexts</li> <li>• Sources of information (assessment and pre-assessment)</li> <li>• Impact of social factors on assessment</li> <li>• Using standardized non-standardized measures</li> <li>• Bias, validity, and reliability of specific tests</li> <li>• Selecting appropriate assessment instruments</li> <li>• Dynamic assessment—approaches for appropriate assessment</li> <li>• Working with/without normative data</li> <li>• Code-mixing</li> </ul>	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 <ul style="list-style-type: none"> <li>• Selecting language of assessment; code-switching</li> <li>• Assessment of content and form (overlapping/non-overlapping features of morphosyntax, language transfer effects, developmental norms)</li> <li>• Language sample analysis in bilingual individuals</li> <li>• Vocabulary knowledge across languages</li> </ul>	Paradis, J. et al, Ch 8, Ch 9 Patterson, J. (1999). Bedore, L. & Peña, E. (2009) Restrepo, M.A. (1998)  <b>Recommended:</b> Gutiérrez-Clellen, V.F., & Simon-Cereijido, G. (2009) Plante, E. & Vance R. (1994).
October 9	Phonology assessment and intervention <ul style="list-style-type: none"> <li>• Considerations for assessment phonological skills in both languages</li> <li>• Overlapping and non-overlapping features of phonology</li> <li>• Language transfer vs. phonological processes</li> </ul>	Goldstien, B. (2004) pp 259-285 Klein, H. (1984)

October 16	Fluency disorders in bilingual individuals <ul style="list-style-type: none"> <li>• Taking into account fluency in the context of bilingualism</li> <li>• Making accommodations for diagnosis based on target language</li> <li>• Assessing fluency in both languages</li> </ul>	Byrd, C.T. et al. (2001) Goldstien, B. (2004). 287-308
<b>October 23</b>	<b>MIDTERM EXAMINATION</b>	
October 30	Lab: Assessment using target language	
November 6	Intervention <ul style="list-style-type: none"> <li>• Goals of intervention</li> <li>• Academic and social language</li> <li>• Methods of supporting L2 with L1</li> <li>• Language choice for intervention</li> </ul>	Gutierrez-Clellen, V.F. (1999) Roseberry-McKibben, C. (2008) Lahey, M. (1988)
November 13	Intervention <ul style="list-style-type: none"> <li>• Modalities of language (phonology, language, fluency)</li> <li>• School-based service delivery</li> <li>• RTI</li> <li>• Working with caregivers and other professionals</li> </ul>	Paradis, J. et al, Ch 10
November 20	Presentations	
November 27	Alternative/Augmentative Communication <ul style="list-style-type: none"> <li>• Bilingual AAC</li> <li>• Assessment and treatment in multiple languages</li> <li>• Considerations for collaboration with caregivers and other professionals</li> </ul>	Bridges, S. (2004)
December 4	Dysphagia, dysarthria and related conditions <ul style="list-style-type: none"> <li>• Bilingualism in neurologically based communication disorders</li> <li>• Cultural competence in service delivery</li> </ul>	Riquelme, L. (2013)
December 11	Lab: Discussion of results of assessment of assigned bilingual speech-language evaluation	
<b>December 18</b>	<b>FINAL EXAMINATION</b>	

**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 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 of this statement is available at <https://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>



**APPENDIX C: ASSESSMENT PLAN CERTIFICATE PROGRAM IN BILINGUAL SPEECH-LANGUAGE PATHOLOGY**  
 (Program of Study / Major / Degree Level, etc.)

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.**

<b>Student Learning Outcomes</b> (list the three-to-five most important)	<b>Assessment Measures and Criteria</b> (describe one or more measures for each outcome and criteria for success)	<b>Assessment Schedule</b> (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 <i>Clinical Competency Skills</i> 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 <i>Clinical Competency Skills</i> 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 <i>Diagnostic Evaluation</i> 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.

<p>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.</p>	<p>This will be assessed via a <i>Clinical Competency Skills</i> 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 <i>Clinical Competency Skills</i> assessment will be used as a benchmark to assess specific clinical skills related to work with bilingual populations.</p>	<p>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.</p>
<p>Students will demonstrate knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and current best practices.</p>	<p>This will be assessed in HESP617, specifically through the <i>Fact Sheet</i> and <i>Student Presentation</i> 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 <i>Candidacy/Thesis Paper</i>, in which students are required to research and write on a topic related to bilingual speech-language pathology.</p>	<p>This skill will be evaluated in the first year of graduate study, when students are expected to take HESP617. The <i>Candidacy/Thesis Paper</i> is to be completed in the spring semester of the second year of graduate study.</p>
<p>Students will demonstrate an understanding of the social and cognitive processes underlying bilingualism and bilingual language development, and the application to clinical practice.</p>	<p>This will be assessed in HESP605, specifically through the <i>Resource Manual</i> assignment, 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.</p>	<p>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 <i>Comprehensive Examinations</i> in the spring semester of their second year of graduate study.</p>

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](mailto:yukako@umd.edu)
- Behavioral and Community Health; Disability Studies - Nedelina Tchangalova, Public Health Librarian –STEM Libraries / Research & Learning - [nedelina@umd.edu](mailto: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](mailto:herron@umd.edu)
- French, Italian, Portuguese and Spanish Language and Literature - Kelsey Corlett-Rivera, Head of Research Commons, Research & Learning - [kcr1@umd.edu](mailto:kcr1@umd.edu)
- Germanic Studies - Eric Lindquist, History, American Studies, & Classics Librarian Humanities & Social Sciences Librarians / Research & Learning - [eriel@umd.edu](mailto:eriel@umd.edu)
- Hebrew and Slavic Language and Literature - Yelena Luckert - Director, Research and Learning, Research & Learning - [yluckert@umd.edu](mailto:yluckert@umd.edu)
- Neuroscience and Cognitive Science (NACS) - Svetla Baykoucheva - Chemistry and Life Sciences Librarian, STEM Libraries / Research & Learning - [sbaykouc@umd.edu](mailto: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 18<sup>th</sup>, 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....”*