Establish a Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners (PCC ID #685)

PRESENTED BY	Valérie K. Orlando, Chair, Senate Programs, Curricula, and Courses Committee
REVIEW DATES	SEC – October 20, 2020	SENATE – November 10, 2020
VOTING METHOD	In a single vote
RELEVANT POLICY/DOCUMENT	N/A
NECESSARY APPROVALS	Senate, President, University System of Maryland Chancellor, and Maryland Higher Education Commission

ISSUE

This post-master's certificate program will provide practicing speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. There is a substantial demand for bilingual service providers in the United States. Of the 173,737 members of American Speech-Language-Hearing Association (ASHA), the national certification body for speech-language pathologists, only 11,197 (6.4%) are registered as bilingual service providers. The number of qualified providers available is dwarfed by the population of bilingual clients who need these services. In 2018, UMD established a post-baccalaureate certificate program in Bilingual Speech-Language Pathology for students within the Speech-Language Pathology Master of Arts program. The proposed program will allow professionals who have already earned their master's degree to receive this training and earn this credential. The program will 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.

The program is 12 credits, consisting of five required courses:
- HESP617 Cultural and Linguistic Diversity in Communication and its Disorders (2 Credits)
- HESP728 Advanced Clinical Practice in Speech (1 Credit)
- HESP605 Assessment & Intervention in Bilingual Populations (3 Credits)
- HESP621 Bilingualism in Children and Adults (3 Credits)
- HESP623 Education, Policy & Advocacy in Bilingual Service Delivery (3 Credits)

This proposal was approved by the Senate Programs, Curricula, and Courses committee on October 2, 2020.

RECOMMENDATION(S)

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

COMMITTEE WORK

The committee considered this proposal at its meeting on October 2, 2020. Jose Ortiz from 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 degree program.

RISKS

If the Senate declines to approve this certificate program, the University will lose an opportunity for students to achieve proficiency in working with individuals from diverse backgrounds.

FINANCIAL IMPLICATIONS

The advising, administrative, and instructional infrastructure already exist. Tuition revenue will be used to cover program expenses. Consequently, the program has no significant adverse financial implications.

685: BILINGUAL SPEECH-LANGUAGE PATHOLOGY FOR PRACTITIONERS

New Program Proposal
Changes saved but not submitted
Viewing: 685 : Bilingual Speech-Language Pathology for Practitioners

Program Name

Bilingual Speech-Language Pathology for Practitioners

Program Status

Proposed

Effective Term

Fall 2021

Catalog Year

2021-2022

Program Level

Graduate Program

Program Type

Post-Baccalaureate Certificate

Delivery Method

On Campus

Departments

Department
Hearing & Speech Sciences

Colleges

College
Behavioral and Social Sciences

Degree(s) Awarded

Degree Awarded
Certificate, Post-Masters

Proposal Contact

Matthew Nessan - Office of Extended Studies

Proposal Summary

The Department of Hearing and Speech Sciences in the College of Behavior and Social Sciences proposes to establish a face-to-face Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners. The proposed certificate will provide licensed speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. Administered by the Office of Extended Studies, the 12-credit program will utilized the semester academic calendar to offer five course that emphasize the clinical application and training in bilingual service delivery. To be eligible, students must demonstrate a conferred graduate degree in speech-language pathology. The program intends to launch in Spring 2021.

(PCC Log Number 20014)

Program and Catalog Information

Provide the catalog description of the proposed program. As part of the description, please indicate any areas of concentration or specializations that will be offered.

The Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners provides speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. The 12-credit program utilizes the semester academic calendar to offer five courses that emphasize the clinical application and training in bilingual service delivery. Upon completion, students will be able to diagnose communication disorders in both bilingual and monolingual speakers, apply intervention strategies for treatment of communication disorders, demonstrate knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and explain the social and cognitive processes underlying bilingualism and bilingual language development. A conferred master's degree in speech-language pathology is required for full admission into this certificate. Students can begin applying in the final semester of their master's program.

Catalog Program Requirements:

12 credits required

Course	Title	Credits
HESP617	Cultural and Linguistic Diversity in Communication and its Disorders	2
HESP728	Advanced Clinical Practice in Speech	1-8
HESP605	Assessment & Intervention in Bilingual Populations	3
HESP621	Course HESP621 Not Found (Bilingualism in Children and Adults)	3
HESP623	Course HESP623 Not Found (Education, Policy & Advocacy in Bilingual Service Delivery)	3

Sample plan. Provide a term by term sample plan that shows how a hypothetical student would progress through the program to completion. It should be clear the length of time it will take for a typical student to graduate. For undergraduate programs, this should be the four-year plan.

Spring (16-Week Semester)

Course	Title	Credits
HESP621	Course HESP621 Not Found (Bilingualism in Children and Adults)	

Summer Session (12 weeks)

Course	Title	Credits
HESP617	Cultural and Linguistic Diversity in Communication and its Disorders	2

Course	Title	Credits
HESP728	Advanced Clinical Practice in Speech	1-8

Fall (16-Week Semester)

Course	Title	Credits
HESP605	Assessment & Intervention in Bilingual Populations	3

Winter Session (3 weeks)

Course	Title	Credits
HESP623	Course HESP623 Not Found (Education, Policy & Advocacy in Bilingual Service Delivery)	

List the intended student learning outcomes. In an attachment, provide the plan for assessing these outcomes.

Learning Outcomes

1) Students will be able 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.

2) Students will be able to 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.

3) Students will be able to demonstrate knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and current best practices.

4) Students will be able to use and explain the social and cognitive processes underlying bilingualism and bilingual language development, and the application to clinical practice.

New Program Information

Mission and Purpose

Describe the program and explain how it fits the institutional mission statement and planning priorities.

The proposed Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners advances 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. This program aligns with the ongoing commitment to diversity at the University of Maryland and will serve to support the recruitment, retention, and advancement of a diverse student body, while also equipping students with expertise in a highly specialized area of clinical practice.

Program Characteristics

What are the educational objectives of the program?

1) Students will 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.

2) 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.

3) Students will learn factual knowledge about current issues in cultural and linguistic diversity in the field of speech-language pathology, and current best practices.

4) Students will understand the social and cognitive processes underlying bilingualism and bilingual language development, and the application to clinical practice.

Describe any selective admissions policy or special criteria for students interested in this program.

In addition to the standard requirements set by the Graduate School, eligible students for the proposed Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners must demonstrate a conferred master's degree in speech-language pathology. Licensure is not an admissions requirement for this certificate.

Summarize the factors that were considered in developing the proposed curriculum (such as recommendations of advisory or other groups, articulated workforce needs, standards set by disciplinary associations or specialized-accrediting groups, etc.).

There is a substantial demand for bilingual service providers in the United States. Of the 173,737 members of American Speech-Language-Hearing Association (ASHA), the national certification body for speech-language pathologists, only 11,197 (6.4%) are registered as bilingual service providers. The number of qualified providers available is dwarfed by the population of bilingual clients who need these services. ASHA requires that all bilingual speech-language pathologists demonstrate specific clinical skills when working with bilingual clients. The Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners will provide the knowledge and skills needed to meet these standards, with the long-term of goal growing the number of qualified bilingual service providers. Through this program, the Department of Hearing and Speech Sciences will be able to offer a unique and much-need educational opportunity to clinicians who work with culturally and linguistically diverse populations.

The Department of Hearing and Speech Sciences recently created a Graduate Certificate program for students within the Speech Language Pathology Master of Arts program. Since starting this Graduate Certificate, the Department of Hearing and Speech Sciences has observed a marked increase in the number of applications from students with an interest in bilingualism. The department believes that there is also substantial interest in a similar program specifically designed for licensed professionals. Given the level of expertise in the Department of Hearing and Speech Sciences, and the demand for content related to bilingual service delivery, the department is well-positioned to offer such a program to the public.

Select the academic calendar type for this program (calendar types with dates can be found on the Academic Calendar **(https://www.provost.umd.edu/calendar/) page)**

Traditional Semester

Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.

The Certificate in Bilingual Speech-Language Pathology for Practitioners is designed to serve the needs of clients from culturally and linguistically diverse backgrounds. Given the focus on working with clients whose native language is not English, we expect that a significant proportion of our incoming cohorts will similarly be from culturally and linguistically diverse backgrounds. We will utilize existing methods of recruitment that have demonstrated effectiveness including published information on our website, advertising through ASHA's special interest group 14 (cultural and linguistic diversity), direct advertising to speech-language pathologists in the region, and advertising at local conferences.

With respect to retention, the Department of Hearing and Speech Sciences is committed to inclusion and diversity in all aspects of the program. Because aspects of cultural and linguistic diversity are deeply ingrained into the content of the coursework, the department hopes to engage students from diverse backgrounds in topics that are relevant for them. In addition, the department is committed to ensuring minority representation among course instructors.

Relationship to Other Units or Institutions

If a required or recommended course is o#ered by another department, discuss how the additional students will not unduly burden that department's faculty and resources. Discuss any other potential impacts on another department, such as academic content that may significantly overlap with existing programs. Use space below for any comments. Otherwise, attach supporting correspondence.

No required or recommended courses in the proposed program are offered by another department. The academic content does not overlap with any existing programs at UMD or institutions within the University System of Maryland.

Accreditation and Licensure. Will the program need to be accredited? If so, indicate the accrediting agency. Also, indicate if students will expect to be licensed or certified in order to engage in or be successful in the program's target occupation.

The proposed program does not require any specialized accreditation beyond that of the University or the Speech Language Pathology master's program. Some admitted will already possess speech#language pathology licensure/certification at both the state and national levels, but licensure is not a requirement for admission into this certificate. Specific certification for bilingual service provision is not currently required in order to practice professionally in the state or country.

Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

The success of the proposed program is not reliant upon any cooperative arrangements with other institutions or organizations.

Faculty and Organization

Who will provide academic direction and oversight for the program? In an attachment, please indicate the faculty involved in the program. Include their titles, credentials, and courses they may teach for the program.

The proposed program will create an advisory committee that include at least one tenure-track faculty member, Rochelle Newman, as well as one professional-track faculty member, José Ortiz. HESP faculty and the potential courses they may teach can be found in Attachment A.

Indicate who will provide the administrative coordination for the program

The Office of Extended Studies (OES) will provide administrative coordination for the proposed program. OES is a self-support unit reporting to the Associate Provost for Academic Planning and Programs. OES provides administrative services for a broad range of self- support initiatives that include program development and delivery, program management, student and program services, financial management, and marketing management. By providing quality, innovative learning opportunities, OES extends the University's commitment to being a preeminent national center for graduate education, and the institution of choice for undergraduates of exceptional ability and promise.

Office of Extended Studies Administrative Support
• Terrie Hruzd, Director of Programs
• Matthew Nessan, Associate Director of Programs

Resource Needs and Sources

Each new program is required to have a library assessment prepared by the University Libraries in order to determine any new library resources that may be required. This assessment must be done by the University Libraries. Add as an attachment.

The Library Assessment is included as Attachment B.

Discuss the adequacy of physical facilities, infrastructure and instructional equipment.

The proposed program will be held at the University of Maryland's main campus, which consists of approximately 14.1 million gross square feet (GSF) with 254 buildings on 1,340 acres. The proposed program does not have any requirements regarding physical facilities, infrastructure, or instructional equipment that extend beyond those provided to all undergraduate and graduate programs offered at the College Park campus.

The University of Maryland's learning management system, often referred to as ELMS or simply Canvas is hosted by Instructure. ELMS will augment face-to-face instruction and provide access to static course content (e.g., syllabi, schedules, announcements, and lecture notes), as well as access to interactive tools (e.g., discussion groups, live chats, and online assessments).

Discuss the instructional resources (faculty, staff, and teaching assistants) that will be needed to cover new courses or needed additional sections of existing courses to be taught. Indicate the source of resources for covering these costs.

The program will rely upon current faculty and staff from the Department for Hearing and Speech Sciences. At least 50% of the total semester credit hours within the proposed program will be taught by full-time faculty. Tuition revenue generated from the program will be used to pay all instructional expenses. Three of the five courses included in the certificate have already been developed and approved by VPAC. The remaining two courses are currently under development.

Discuss the administrative and advising resources that will be needed for the program. Indicate the source of resources for covering these costs.

The advisory committee will provide academic oversight while an appointed 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. The program director's salary will be paid through revenue generated from the program.

Use the Maryland Higher Education Commission (MHEC) commission financial tables to describe the program's financial plan for the next five years. See help bubble for financial table template. Use space below for any additional comments on program funding.

The projected five year budget is included as an Attachment C.

Implications for the State (Additional Information Required by MHEC and the Board of Regents)

Explain how there is a compelling regional or statewide need for the program. Argument for need may be based on the need for the advancement of knowledge and/or societal needs, including the need for "expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Also, explain how need is consistent with the Maryland State Plan for Postsecondary Education **(https://mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf).**

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. 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. It is clear that certain areas have a greater need than others, with our region being an area of particularly high need.

Is the proposed Post-Baccalaureate Certificate derived entirely from the core requirements of an existing master's degree program?

No

Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program. Possible sources of information include industry or disciplinary studies on job market, the USBLS Occupational Outlook Handbook **(https://www.bls.gov/ooh/), or Maryland state** Occupational and Industry Projections **(http://www.dllr.state.md.us/lmi/iandoproj/) over the next five years. Also, provide information on the existing supply of graduates in similar programs in the state (use MHEC's Office of Research and Policy Analysis** webpage **(http://mhec.maryland.gov/publications/Pages/research/) for Annual Reports on Enrollment by Program) and discuss how future demand for graduates will exceed the existing supply. As part of this analysis, indicate the anticipated number of students your program will graduate per year at steady state.**

The projected employment and job growth is included as Attachment D.

Identify similar programs in the state. Discuss any di#erences between the proposed program and existing programs. Explain how your program will not result in an unreasonable duplica on of an existing program (you can base this argument on program di#erences or market demand for graduates). The MHEC website can be used to find academic programs operatinng in the state: http://mhec.maryland.gov/institutions_training/pages/HEPrograms.aspx

An institutional comparison is included as Attachment E

Discuss the possible impact on Historically Black Institutions (HBIs) in the state. Will the program affect any existing programs at Maryland HBIs? Will the program impact the uniqueness or identity of a Maryland HBI?

The proposed program will not affect any existing programs at Maryland HBIs. No comparable programs are offered within USM.

Supporting Documents

Attachments

Attachment E - HESP BSP Institutional Comparison.xlsx
Attachment A - HESP BPS Faculty.docx
Attachment B - HESP BSP Library Assessment.pdf
Attachment C - HESP BSP Program Budget.pdf
Attachment D - HESP BSP Employment & Job Growth.xlsx

Reviewer Comments

Angela Ambrosi (aambrosi) (Thu, 01 Oct 2020 12:12:21 GMT): Rollback: Update admissions requirements

Key: 685

HESP Faculty		
Faculty Member	**Area of Focus**	**Potential Courses**
Kathryn Dow-Burger, M.A., CCC-SLP	Autism spectrum disorder, fluency, cultural and linguistic diversity	HESP617 HESP728
Jan Edwards, Ph.D., CCC-SLP	Language acquisition, speech and language processing, language diversity and dialect shifting	HESP605 HESP617
Yi Ting Huang, Ph.D.	Language acquisition, psycholinguistics, emergent literacy, bilingualism	HESP605 HESP621
Yasmeen Faroqi-Shah, Ph.D., CCC-SLP	Aphasia, neurolinguistics, neural plasticity, bilingualism and multiculturalism	HESP605 HESP617 HESP621
Eusebia Mont, M.S., CCC-SLP	Adult and pediatric speech and language disorders, telepractice, cultural and linguistic diversity, professional practice issues	HESP605 HESP617 HESP623 HESP728
Rochelle Newman, Ph.D.	Speech perception, language acquisition, word-finding errors, word recognition, bilingualism, autism, concussion	HESP605 HESP617
Jared Novick, Ph.D.	Psycholinguistics, bilingualism, cognitive control, neuroscience	HESP621
José Ortiz, M.A., CCC-SLP	Bilingual speech and language development, cultural and linguistic diversity, clinical education	HESP605 HESP617 HESP621 HESP623 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 HESP621
Eliza Thomson, M.S., CCC-SLP		HESP605 HESP617 HESP621 HESP623 HESP728

DATE: 02/20/2020

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, Director, Collection Development Strategies

                Daniel Mack, Associate Dean, Collection Strategies & Services

RE: Library Collection Assessment

We are providing this assessment in response to a proposal by the Office of Extended Studies and the Department of Hearing & Speech Sciences (HESP) to create a Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners. José Ortiz, Clinical Asst. Professor and coordinator of the Bilingual Certificate Program in HESP, 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 Oo 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 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 the Libraries' Interlibrary Loan service (https://www.lib.umd.edu/access/ill-article-request). (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 - 263
- Speech – Language Pathology – 248
- Speech Therapy – 585
- Speech Disorders - 733
- Speech Disorders Therapy – 73
- Language Disorders - 847

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

- Speech Pathology - 804
- Speech – Language Pathology – 529
- Speech Therapy – 1617
- Speech Disorders - 2237
- Speech Disorders Therapy – 122
- Language Disorders - 1671

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

Interlibrary Loan Services

Interlibrary Loan services (https://www.lib.umd.edu/access/ill) provide 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. Interlibrary Loan services are available free of charge.

The article/chapter request 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, the request will be automatically forwarded to the Interlibrary Loan service (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. Media in a variety of formats that can be utilized both on-site and via ELMS course media is available at

McKeldin Library. GIS Datasets are available through the GIS Data Repository (https://www.lib.umd.edu/gis/data-and-resources) while 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).

The subject specialist librarians for the following disciplines also serve as an important resource to programs such as the one proposed. Through departmental partnerships, subject specialists actively develop innovative services and materials that support the University's evolving academic programs and changing research interests. Subject specialists provide one-on-one research assistance online, in-person, or via the phone. They also provide information literacy instruction and can provide answers to questions regarding publishing, copyright and preserving digital works.

- Asian Languages and Cultures –Kana Jenkins- Curator, Prange Collection & East Asian Studies Librarian – jenkins1@umd.edu
- Behavioral and Community Health; Disability Studies - Nedelina Tchangalova, Public Health Librarian –STEM Libraries / Research, Teaching & 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, Teaching & Learning - herron@umd.edu
- French, Italian, Portuguese and Spanish Language and Literature - Kelsey Corlett-Rivera, Head of Research Commons, Research, Teaching & Learning - kcr1@umd.edu
- Germanic Studies - Eric Lindquist, History, American Studies, & Classics Librarian Humanities & Social Sciences Librarians / Research, Teaching & Learning - ericl@umd.edu
- Hebrew and Slavic Language and Literature - Yelena Luckert - Director, Research, Teaching & Learning - yluckert@umd.edu
- Neuroscience and Cognitive Science (NACS) - Svetla Baykoucheva - Chemistry and Life Sciences Librarian, STEM Libraries / Research, Teaching & 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 Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners.

PCC Budget (F2F)					
Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners					
[This program is self-support. Instructors may not teach on-load.]					
Estimated Program Revenue & Support	Year 1	Year 2	Year 3	Year 4	Year 5
I. Total Tuition Revenue	**$70,176**	**$82,895**	**$96,711**	**$111,702**	**$127,949**
A. Total number of students (by enrollment year)	8	9	10	11	12
B. Total Credits (by enrollment year)	12	12	12	12	12
C. Graduate Tuition Per Credit Rate; Assumes 5% increase	$731	$768	$806	$846	$889
II. Other Support	$0	$0	$0	$0	$0
A. Dean Support	0	0	0	0	0
B. Department Support	0	0	0	0	0
C. Other program support (grant/vendor)	0	0	0	0	0
Total Estimated Program Revenue & Support	**$70,176**	**$82,895**	**$96,711**	**$111,702**	**$127,949**
Estimated Program Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
I.Total Instructional and Academic Administration	**$58,830**	**$60,007**	**$61,207**	**$62,431**	**$63,679**
A. Instructional Totals	**$45,290**	**$46,196**	**$47,120**	**$48,062**	**$49,023**
1. Instructor Totals	35,000	35,700	36,414	37,142	37,885
a. Average Instructor Salary: assumes a 2% annual increase	7,000	7,140	7,283	7,428	7,577
b. Total # of courses	5	5	5	5	5
2. Benefits: Total (29.4%)	10,290	10,496	10,706	10,920	11,138
B. Academic Administration Totals	**$13,540**	**$13,811**	**$14,087**	**$14,369**	**$14,656**
1. Total Academic Admin Salary (assumes 2% increase)	13,540	13,811	14,087	14,369	14,656
a. Program Director (paid hourly; no teaching responsibilities)	10,000	10,200	10,404	10,612	10,824
2. Benefits: Total (35.4%)	3,540	3,611	3,683	3,757	3,832
II. Marketing	**$0**	**$0**	**$0**	**$0**	**$0**
A. Program Marketing (minimum $15,000 per year)	0	0	0	0	0
III. Materials & Supplies	**$800**	**$900**	**$1,000**	**$1,100**	**$1,200**
A. Cost per course (estimated)	$20	$20	$20	$20	$20
B. Total number of courses	5	5	5	5	5
C. Total number of students	8	9	10	11	12
IV. Equipment	**$1,250**	**$1,000**	**$1,000**	**$1,000**	**$1,000**
A. Computer-related (laptop, tablet)	1,000	1,000	1,000	1,000	1,000
B. Other Devices (printer, scanner, etc)	250	250	250	250	250
V. Library	**$0**	**$0**	**$0**	**$0**	**$0**
A. Library	0	0	0	0	0
VI. Other Operational Expenses	**$3,000**	**$3,000**	**$3,000**	**$3,000**	**$3,000**
A. Travel (for recruitment)	3,000	3,000	3,000	3,000	3,000
B. Other	0	0	0	0	0
VII. Courses: Development & Design	**$7,000**	**$0**	**$0**	**$0**	**$0**
A1. New Course: Per course instructor stipend	3,500	0	0	0	0
A2. Ttl # of new courses	2	0	0	0	0
B1. Existing Course: Per course instructor stipend	0	0	0	0	0

Estimated Program Expenses	Year 1	Year 2	Year 3	Year 4	Year 5
B2. Ttl # of courses	0	0	0	0	0
Total Estimated Program Expenses	**$84,420**	**$78,717**	**$80,294**	**$81,900**	**$83,536**
Total Estimated Program Revenue & Support	**$70,176**	**$82,895**	**$96,711**	**$111,702**	**$127,949**
Total Estimated Program Expenses	**$84,420**	**$78,717**	**$80,294**	**$81,900**	**$83,536**
Net Revenue	**-$14,244**	**$4,178**	**$16,418**	**$29,802**	**$44,413**

Certificate F2F Completion Assumptions
# of terms/semesters per year: 4 semesters/sessions
# of courses per term/semster: Generally 1, but two in Summer
# of courses per year: 5
To complete the 12-credit; 5 course program:
Students take 5 courses (12 credits) over one academic year

Cumulative 5 Yr	
TTL Revenue/Support	$489,433
TTL Expenses	$408,866
TTL Net	$80,567

OES In-House Market Research: Employment and Job Growth				
Program Name = Bilingual Speech-Language Pathology for Practitioners, GC				
Occupation	# of Jobs in the Field	Where Professionals are Employed	Professional Salary Information	Projected Job Growth
Information from U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (ttps://www.bls.gov/ooh)				
Speech Lanaguage Pathologists	153,700	Education services; state, local, and private-40% Offices of physical. Occupational and speech therapists, and audiologists- 23% Hospitals; state, local, and private- 14% Nursing and residentia; care facilities- 5% Self-Employed workers- 3%	$77,510/year $32.26/hour	27%
Information from State of Maryland's Occupational and Industry Projections (http://www.dllr.state.md.us/lmi/iandoproj)				
Speech Lanaguage Pathologists	2,900	Education services; state, local, and private-40% Offices of physical. Occupational and speech therapists, and audiologists- 23% Hospitals; state, local, and private- 14% Nursing and residentia; care facilities- 5% Self-Employed workers- 3%	$84,960/year	17%

Note: Since there are no comparable Maryland insituitons that offer this program there is no program enrollment data or program completion data to compare.

Program Name = Bilingual Speech-Language Pathology for Practitioners, GC

Institution	Website	Delivery Method	Degree Name & Type (MPS, MA, MS, MPH, etc.)	# of Credits	Tuition (course or credit) Resident	Tuition (course or credit) Non-Resident	Target Population	Prior Education/ Pre-Requisites
Big Ten Institutions								
Purdue University	https://www.education.purdue.edu/academics/graduate-students/degrees-and-programs/graduate-programs/english-language-learning/bilingual-certificate/	Online	Dual Language Bilingual Education (DLBE) Graduate Certificate	12	$397.85/credit	$562.38/credit	The purpose of the dual language bilingual education (DLBE) graduate certificate is to address the growing need of schools and teachers in meeting the needs of culturally and linguistically diverse students, including the rapidly growing English language learner student population, through the provision of high-quality dual language and other bilingual education programs.	Applicants must hold a bachelor's degree from a regionally-accredited institution and must have a minimum of a 3.0 GPA to be considered.
Rutgers University New Brunswick	https://gse.rutgers.edu/academic-programs/certificate-and-endorsement-programs/endorsement-program-bilingualbicultural-certification	Online	Endorsement Program for Bilingual/Bicultural Certification	21	$900/credit		The nondegree endorsement program for bilingual/bicultural certification is designed for individuals who possess a New Jersey standard teaching certificate in mathematics, science, social studies, or elementary education and who wish to earn the bilingual/bicultural endorsement.	Designed for individuals who possess a New Jersey standard teaching certificate.
State of Maryland System Institutions: Overseen by MHEC (http://mhec.maryland.gov/publications/Pages/research/index.aspx)								
N/A								
Colleges & Universities in the Washington DC - Baltimore MD area								
Teachers College Columbia University	https://www.tc.columbia.edu/bilingual-institute/	Online or F2F	Advanced Certificate in Bilingual Speech-Language Pathology	6	$1,108/credit		The Institute's Advanced Certificate in Bilingual Speech-Language Pathology is designed to provide students with the knowledge and clinical skills needed to provide culturally and linguistically appropriate services for children and adolescents.	Applicants must hold or be enrolled in a program leading toward the Teachers of Students with Speech and Language Disabilities (TSLD) or Teacher of Speech and Hearing Handicapped (TSHH) certification. Applications without either must demonstrate strong work experience and education in bilingual speech language pathology. The New York State Education Department (NYSED) has offered speech-language clinicians who are employed in schools and 4410 preschool $3,000 in funding towards the tuition of the Bilingual Extension Institute.
Other								
The University of Arizona	https://grad.arizona.edu/catalog/programinfo/BILSLPCRTG	F2F	Bilingual Speech-Language Pathology (Certificate)	9	$853/credit	$1,781/credit	Students interested in learning how the structure of common languages spoken in the United States compares and contrasts with English, how to appropriately assess and treat all languages in the bilingual or multilingual individual, how to train and implement the use of interpreters, and cultural awareness and sensitivity in the clinical setting.	Applicants must be currently enrolled in the Master of Science in Speech, Language, and Hearing Sciences (MS-SLHS) or the Clinical Doctorate in Audiology (AuD) to be eligible for the Bilingual Certificate Program. PhD applicants must have a clinical degree.
The University of Texas at El Paso	http://catalog.utep.edu/grad/college-of-health-sciences/rehabilitation-sciences/bilingual-speech-language-pathology-graduate-certificate/	F2F	Graduate Certificate in Bilingual Speech Language Pathology	16	$496/credit	$1,086/credit	To provide additional educational and practicum experience for speech-language pathologists in the area of diagnosis and treatment of Spanish only and Spanish/English individuals who are suffering speech-language-voice-swallowing disorders. This certification is designed for individuals seeking a master's degree in Speech-Language Pathology.	Any individual who is pursuing a master's degree in speech-language pathology, who has a master's degree in speech-language pathology is eligible. An individual must earn a passing score in the following English and Spanish test of proficiency: Spanish Placement Exam administered at the UTEP Testing Center
Hunter College	http://www.hunter.cuny.edu/comsc/faqs/bilingual-extension	F2F	Bilingual Extension- Specialized certificate	12	$470/credit	$855/credit	Students interested in becoming knowledgeable and skillful clinicians in the field of Speech-Language Pathology by integrating academic, clinical and research components into its curriculum.	In order to get the coursework to apply for this specialized certification within Speech-language Pathology, you must be enrolled in our master's degree program in speech. You must have at least one credit of school-based practicum in a bilingual setting (e.g., Spanish-speaking)/bilingual educational setting. This must be in a setting where children are eligible for bilingual education services. You must take New York State sponsored tests to show you are proficient in both English and Spanish.
Hofstra University	https://www.hofstra.edu/academics/colleges/health-human/slh/speech-language-pathology-bilingual-advanced-certificate.html	F2F	Bilingual Extension in Speech-Language Pathology, Advanced Certificate	15	$1,398/credit		This Advanced Certificate is for students who wish to have a more in-depth experience in working with bilingual and multicultural populations and who hold a valid initial/professional TSSLD certification.	Students can either obtain this Bilingual Extension while they are matriculated in the M.A. Speech-Language Pathology program at Hofstra University, or after a master's program in Speech-Language Pathology has been completed along with the TSSLD certification.
San Diego State University	https://slhs.sdsu.edu/programs/other-programs/bilingual-certificate/	F2F	Bilingual Speech-Language Pathology Certificate	13	$494/credit	$890/credit	The Bilingual Speech-Language Pathology Certificate is designed for students who plan to work with bilingual Spanish-English speakers with communicative disorders, consistent with ASHA's definition regarding bilingual speech-language pathologists.	To be a candidate for the certificate, a student must be admitted to the MA program in speech-language pathology since the certificate is coordinated with these endeavors.