February 25, 2021

James D. Fielder, Jr.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

I am writing to request approval for a new stand-alone Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners. The proposal for the new program is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees, and was recommended for approval by the University Senate at its meeting on November 10, 2020. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs
        Ann Wylie, Senior Vice President and Provost
        Gregory Ball, Dean, College of Behavioral and Social Sciences

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	University of Maryland, College Park

*Each **action** below requires a separate proposal and cover sheet.*

- ○ New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ◉ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No
Payment Type: ◉ R*STARS # JE322447 ○ Check # JE322447
Payment Amount: 850
Date Submitted: 2/25/2021

Department Proposing Program	Department of Hearing and Speech Sciences
Degree Level and Degree Type	Post-Master's Certificate
Title of Proposed Program	Bilingual Speech-Language Pathology for Practitioners
Total Number of Credits	12
Suggested Codes	HEGIS: 122002.00 CIP: 51.0203
Program Modality	◉ On-campus ○ Distance Education (*fully online*)
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2021
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/

Preferred Contact for this Proposal	Name:	Mike Colson
	Title:	Senior Coordinator for Academic Programs
	Phone:	(301) 405-5626
	Email:	mcolson@umd.edu

President/Chief Executive	Type Name:	Darryll J. Pines
	Signature:	Date: 02/25/2021
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

A. Centrality to the University's Mission and Planning Priorities

Description. The **Post-Master's Certificate in Bilingual Speech-Language Pathology for Practitioners** will provide practicing speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. Upon completion of the certificate, 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. In 2018, UMD established a post-baccalaureate certificate program in Bilingual Speech-Language Pathology for students enrolled in the Speech Language Pathology Master of Arts program. This post-master's certificate provides an opportunity for professionals who have already earned their master's degree to gain this additional training in bilingual speech-language pathology.

Relation to Strategic Goals. As written in the University of Maryland's Mission Statement, one of the university's goals for graduate education is to "Expand excellent professional graduate programs that are nationally recognized for their contributions to the practice of the professions, for their pioneering curricula, and for their spirit of innovation and creativity." UMD's Department of Hearing and Speech Sciences offers an accredited Master of Arts program in Speech-Language Pathology to prepare students to be certified practitioners in speech-language pathology. The master's program combines theory and research-based coursework with structured clinical experiences in order to prepare students to meet the academic and clinical requirements for certification by the American Speech-Language and Hearing Association (ASHA). This post-master's certificate program will enable students whose master's programs lacked instruction in bilingual speech-language pathology to enhance their professional skills and meet a growing demand for professionals who can work with bilingual communities.

Funding. The Department of Hearing and Speech Sciences already offers most of these courses for their related graduate programs. Accordingly, the faculty resources and administrative infrastructure already exist to offer the program for the foreseeable future, including the next five years.

Institutional Commitment. The program will be administered by the Department of Hearing and Speech Sciences. In the event that the certificate program is discontinued, the courses will be offered for a reasonable time period so that enrolled students can finish the program. The faculty and administrative infrastructure will still be in place to work with students who have not finished the program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. 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-needed educational opportunity to clinicians who work with culturally and linguistically diverse populations.

State Plan. The proposed certificate aligns with the *Maryland State Plan for Postsecondary Education's* Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness. As indicated above, there is an increasing demand for speech-language pathologists who are qualified to work with bilingual populations. ASHA requires that all speech-language pathologists who work with bilingual populations to be able to demonstrate specific clinical skills. This program will teach these skills to practitioners who were not able attain this training when completing their master's programs. Maryland residents in need of bilingual speech therapy services will be better served by practitioners with expertise in this area.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

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 the College Park region being an area of particularly high need.

D. Reasonableness of Program Duplication

According to MHEC's website, the only graduate certificate program related to bilingual speech-language pathology is UMD's Post-Baccalaureate Certificate program. This post-baccalaureate program is only available to students enrolled in UMD's master's program in Speech-Language Pathology. This post-master's certificate will allow practitioners who have already earned their master's degrees to receive instruction in this field.

E . Relevance to Historically Black Institutions (HBIs)

No such certificate program currently exists at any of Maryland's Historically Black Institutions (HBIs).

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed program should not impinge on the identity of any state of Maryland HBI as the program builds on UMD's already existing graduate offerings in speech-language pathology.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The proposed certificate will provide licensed speech language pathologists with the knowledge and skills needed to serve clients from culturally and linguistically diverse backgrounds. The 12-credit program will emphasize clinical application and training in bilingual service delivery.

Faculty Oversight. Faculty members in the Department of Hearing and Speech Sciences will provide oversight for the program.

Educational Objectives and Learning Outcomes. The program's specific learning outcomes are as follows:

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.

Institutional assessment and documentation of learning outcomes. Student learning outcomes assessment in graduate programs is directed by the Graduate Outcomes Assessment Committee. Established in 2011, this committee is comprised of representatives from each college and school.

Course requirements. The total number of credits required for the certificate program is twelve. The proposed certificate program meets the criteria set forth by ASHA to be a qualified bilingual service provider. The certificate program's 12-credit curriculum includes the following 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)

See Appendix A for course descriptions.

General Education. Not applicable as this is a graduate program.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements for this program. Although ASHA provides guidelines for practitioners to be qualified as bilingual service providers, practitioners are not required to be certified as bilingual service providers.

Other Institutions or Organizations. The department will not contract with another institution or non-collegiate organization for this program.

Student Support. The advising infrastructure for this program already exists by virtue of Department of Hearing and Speech Sciences other graduate programs. Otherwise, UMD's Office of Extended Studies (OES) will provide administrative coordination for the proposed program. Students will have an understanding of the UMD learning management system, academic support services, financial aid resources, and cost and payment policies from their existing programs. Otherwise, the Graduate Catalog will provide information about curricular requirements. Individual course syllabi will specify any technical competency or equipment requirements. The program staff will also advise prospective and enrolled students of the program requirements.

Marketing and Admissions Information. Marketing and admissions information will be available in the Graduate Catalog and available through the program advising office and website.

H. Adequacy of Articulation

As a graduate program, articulation is not applicable.

I. Adequacy of Faculty Resources

Program faculty. The program will rely upon current faculty and staff from the Department for Hearing and Speech Sciences.

See faculty biographies in Appendix B for those currently expected to teach in the program.

Faculty training. The Teaching and Learning Transformation Center at the University of Maryland inspires and supports effective, engaging, efficient, and equitable teaching innovations among the university's instructors and assistants. This team provides faculty with training, resources, professional development activities, and individualized consultation to transform their classrooms and careers.

For the learning management system, faculty teaching in this program will have access to teacher development opportunities available across campus, including those offered as part of the Teaching and Learning Transformation Center. For online elements of the coursework, instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University Libraries staff have reviewed the proposal and determined that the Libraries are able to meet, with its current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

The physical facilities and infrastructure needs for this program are minimal as faculty and students will use classrooms and office space that are already used by the Department of Hearing and Speech Sciences.

The program is not a distance-education program. For ancillary online components of any program coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction.

L. Adequacy of Financial Resources

Tables 1 and 2 contain the details of resources and expenditures.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (http://www.president.umd.edu/policies/2014-i-600a.html). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://www.irpa.umd.edu/Assessment/LOA.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (http://www.president.umd.edu/policies/2014-ii-120a.html). Since 2005, the University has used an online course evaluation instrument that standardizes course evaluations across campus. The course evaluation has standard, university-wide questions and also allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The program 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.

O.   Relationship to Low Productivity Programs Identified by the Commission

N/A

P.   Adequacy of Distance Education Programs

N/A

Appendix A. Course Descriptions

HESP605 Assessment & Intervention in Bilingual Populations (3 Credits)
Integrates foundational knowledge pertaining to bilingualism in speech-language pathology. This course provides students with a framework for working with individuals from culturally and linguistically diverse backgrounds. This course is designed to educate and train student clinicians to serve as bilingual speech-language pathologists.

HESP617 Cultural and Linguistic Diversity in Communication and its Disorders (2 Credits)
An exploration and discussion of cultural and linguistic diversity, its impact on communication and communication disorders, and strategies for assessment and intervention of culturally and linguistically diverse clients.

HESP621 Bilingualism in Children and Adults (3 Credits)
Provides an overview of topics related to bilingualism in both pediatric and adult populations, with an emphasis on application in the field of communication disorders. This course explores theories of bilingual language acquisition, typical and atypical bilingual development, cognition in bilinguals, and the neurological underpinnings of bilingualism. This course will provide practicing clinicians with foundational knowledge related to bilingualism in both pediatric and adult populations. Currently there are no existing courses that provide this content with a focus on communication disorders.

HESP623 Education, Policy & Advocacy in Bilingual Service Delivery (3 Credits)
Bilingual education and associated policy issues in the US as they relate to the field of speech-language pathology. Topics include bilingual education models, disproportionality, and the legal framework related to bilingual service delivery in education settings.

HESP728 Advanced Clinical Practice in Speech (1-8 Credits)
Clinical internship in selected off-campus facilities.
(Students may take for more than one credit, although only one credit is required).

Appendix B. Faculty

Faculty Member	Area of Focus	Potential Courses
Kathryn Dow-Burger, M.A. Speech Language Pathology, University of Maryland; CCC-SLP Full-Time	Autism spectrum disorder, fluency, cultural and linguistic diversity	HESP617 HESP728
Jan Edwards, Ph.D. Speech & Hearing Science, Graduate Center, CUNY; CCC-SLP Full-Time	Language acquisition, speech and language processing, language diversity and dialect shifting	HESP605 HESP617
Yi Ting Huang, Ph.D. Psychology, Harvard University Full-Time	Language acquisition, psycholinguistics, emergent literacy, bilingualism	HESP605 HESP621
Yasmeen Faroqi-Shah, Ph.D. Communication Sciences and Disorders, Northwestern University; CCC-SLP Full-Time	Aphasia, neurolinguistics, neural plasticity, bilingualism and multiculturalism	HESP605 HESP617 HESP621
Eusebia Mont, M.S. Communication Sciences and Disorders, Hampton University; CCC-SLP Full-Time	Adult and pediatric speech and language disorders, telepractice, cultural and linguistic diversity, professional practice issues	HESP605 HESP617 HESP623 HESP728
Rochelle Newman, Ph.D. in Psychology, SUNY at Buffalo Full-Time	Speech perception, language acquisition, word-finding errors, word recognition, bilingualism, autism, concussion	HESP605 HESP617
Jared Novick, Ph.D. Cognitive Psychology, University of Pennsylvania Full-Time	Psycholinguistics, bilingualism, cognitive control, neuroscience	HESP621
José Ortiz, M.A. Speech-Language Pathology, University of Massachusetts at Amherst; CCC-SLP Full-Time	Bilingual speech and language development, cultural and linguistic diversity, clinical education	HESP605 HESP617 HESP621 HESP623 HESP728
Nan Ratner, Ed.D, Applied Psycholinguistics, Boston University; CCC-SLP Full-Time	Speech and language acquisition in typical children and children with communication disorders, monolingual/bilingual fluency, parent-child interaction	HESP605 HESP621
Eliza Thomson, M.S. Communication Sciences and Disorders, Howard University; CCC-SLP Full-Time		HESP605 HESP617 HESP621 HESP623 HESP728

Table One: Resources

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**

Table Two: Expenditures

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
B2. Ttl # of courses	0	0	0	0	0
Total Estimated Program Expenses	**$84,420**	**$78,717**	**$80,294**	**$81,900**	**$83,536**