

From: [Smith, Randy](#)
To: [Bielefeld, Eric](#); [Anaya, Jissel](#)
Cc: [Sutherland, Sue](#); [Smith, Randy](#); [Griffiths, Rob](#); [Reed, Katie](#); [Miriti, Maria](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Vankeerbergen, Bernadette](#); [Martin, Andrew](#); [King, Ryan](#); [Horn, David](#)
Subject: Proposal to a create Graduate Certificate in Bilingual Speech-Language Pathology
Date: Wednesday, March 4, 2026 5:31:42 PM
Attachments: [image001.png](#)

Eric and Jissel:

The proposal from the Department of Speech and Hearing Science to create a Graduate Certificate in Bilingual Speech-Language Pathology was approved by the Council on Academic Affairs at its meeting on March 4, 2026. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2026).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

I wish you success with this important program development.

Randy



THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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Katie Reed

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: 1/23/2026

RE: Proposal to Establish a New 3A & 3B Graduate Certificate in Bilingual Speech Pathology in The College of Arts and Sciences.

The Department of Speech and Hearing in the College of Arts and Sciences is proposing a New 3a & 3B Graduate Certificate in Bilingual Speech Language Pathology.

The proposal was received by the Graduate School on 12/15/2025. The combined GS/CAA subcommittee first reviewed the proposal on 1/21/2026 and support its review by the Council on Academic Affairs.

Kowalsky, Lisa

From: Vankeerbergen, Bernadette
Sent: Wednesday, January 7, 2026 10:54 AM
To: Kowalsky, Lisa
Subject: Re: Confirmation Regarding New Graduate Certificate in Bilingual Speech Pathology

Yes, it's all good to be reviewed by the Graduate School! Thanks for checking and Happy New Year!!

Bernadette

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From: Kowalsky, Lisa <kowalsky.10@osu.edu>
Sent: Wednesday, January 7, 2026 10:35:36 AM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Confirmation Regarding New Graduate Certificate in Bilingual Speech Pathology

Hi Bernadette,

Happy New Year!!

I wanted to reach out and confirm the support of the Bilingual Speech -Language Pathology Certificate that was uploaded into curriculum.osu.edu. I've pulled all of the file and am processing it for review as normal, and I did see you approved it in the system. Given that it doesn't have your usual email confirmation to use as a cover letter, I wanted to reach out separately to confirm that this has full approval just to be cautious. Is that correct for me to assume it's fully supported?

Thanks so much!

Best,
Lisa



Lisa Clouser (Kowalsky)

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Pronouns: she/her/hers



Professor Ila Nagar
Chair, Arts and Sciences Curriculum Committee

December 3, 2025

Dear Professor Nagar and Members of the Arts and Sciences Curriculum Committee:

On November 5, 2025, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a proposal for a New Certificate in Bilingual Speech-Language Pathology put forward by the Speech and Hearing Science Department, to be implemented in Autumn 2026. The proposed certificate is designed to serve a 3a Graduate Stand-alone certificate and 3b Graduate Embedded certificate.

The proposed 12-credit certificate would meet the growing demand for speech-language pathologists who speak multiple languages, and in particular who speak languages other than English. No other speech-language pathology programs in the state of Ohio offer bilingual training. The certificate could be embedded in the existing MA program in speech-language pathology so that students could develop bilingual expertise (the 3a certificate category). It would also serve existing speech-language pathologists who wish to return to school in order to develop this expertise (the 3b certificate category). The program expects their own alumni to be a significant source of demand for the 3b certificate.

The SBS Subcommittee voted unanimously to approve the proposal with contingencies. The Department has since satisfied the contingencies, and the proposal is now advanced to the ASCC with a motion to approve.

Sincerely,

Rachel E. Dwyer, Ph.D.
Professor and Vice Chair of Sociology
Faculty Affiliate of the Institute for Population Research
Chair of the Social and Behavioral Sciences Subcommittee of the
Arts and Science Curriculum Committee



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From: Eric Bielefeld, Chair of the Department of Speech and Hearing Science

To: Arts and Sciences Curriculum Committee

Re: Proposal to create a type 3a and 3b graduate certificate program in bilingual speech-language pathology

On behalf of the Department of Speech and Hearing Science, I am pleased to submit for your review and consideration the proposal for a graduate certificate in bilingual speech-language pathology. This proposal originates from our academic unit and reflects our commitment to preparing speech-language pathologists who are equipped to meet the needs of Ohio's increasingly diverse and multilingual communities.

We respectfully request approval for the establishment of this certificate under two categories: Category 3a: Graduate Stand-alone Certificate, and Category 3b: Graduate Embedded Certificate

The proposed certificate will provide both current master's students and practicing professionals in speech-language pathology with specialized training in bilingual clinical service delivery. It includes a combination of didactic coursework, clinical practicum, and capstone experiences focused on bilingual populations. The program is designed to enhance cultural and linguistic competence in alignment with national certification standards and community needs.

The proposal was unanimously approved by the department's faculty at our department meeting on May 9, 2025.

Attachments included with this submission:

- Proposal Document: *Draft Bilingual SLP Certificate Proposal for Departmental Review*
- Appendix A: Approved Elective Course List
- Appendix B: Concurrences from units with approved elective courses for the program
- Appendix C: Advising Worksheet

We appreciate your time and consideration of this proposal and welcome any questions or feedback you may have.

Sincerely,

Eric Bielefeld, Ph.D.
Professor and Chair
Dept of Speech and Hearing Science
The Ohio State University

Required Information

Name of proposed certificate: Graduate certificate in bilingual speech-language pathology

Categories requested: 3a Graduate Stand-alone certificate and 3b Graduate Embedded certificate

Mode of delivery: This will be an in-person program. Some courses may occasionally be delivered in distance learning format.

Proposed implementation date: August, 2026

Administering unit: Speech and Hearing Science

Rationale

Background: The master of arts in speech-language pathology (MA-SLP) is a base five-semester graduate program in the Department of Speech and Hearing Science. It is the entry-level degree into the field of SLP. Our students graduate with eligibility to become licensed in most states/territories in the U.S. Our certifying organization is the American Speech-Language-Hearing Association (ASHA). The MA-SLP program at Ohio State has been accredited by ASHA's accreditation body for several decades. Our curriculum consists of two years of coursework combined with precepted clinical practicum experiences. Coursework in the first year of the program is largely lock-step, but the second year of the program offers opportunities for elective coursework dictated by department offerings and the interests of the students.

There is a growing need for SLPs who are proficient in multiple languages. As the U.S. population has become increasingly diverse, with over 60 million people speaking a language other than English at home, there is high demand for clinicians who can effectively serve clients from diverse linguistic and cultural backgrounds. Research has shown that bilingual SLPs are better equipped to conduct comprehensive assessments, provide culturally-responsive interventions, and collaborate with multilingual families. However, traditional graduate programs in communication sciences and disorders often lack sufficient training and clinical hours in serving bilingual populations.

The purpose of the certificate program is to offer students in our MA-SLP program the opportunity to learn about the principles of bilingual SLP and gain experience in clinical service delivery in a language other than English (embedded category 3b certificate). Student demand will derive from those MA-SLP students who anticipate working with bilingual populations once they are licensed SLPs. Additionally, there are working SLPs, including our own alumni, who might be interested in developing expertise in bilingual SLP. They would engage the certificate program as a standalone (standalone category 3a certificate). Thus, we are seeking approval for the certificate in both the 3a and 3b categories. Interested students would be pursuing the certificate to improve their competitiveness for SLP jobs in which they will be working with bilingual or non-English-proficient clients. Our expectation is that certificate holders will be placed in those types of jobs and will be successful in meeting the unique demands of a bilingual SLP position.

Learning Outcomes:

Upon completion of the academic certificate in bilingual SLP, learners will:

- 1) Design and implement culturally responsive assessment and intervention plans that incorporate clients' linguistic and cultural backgrounds, family dynamics, and community resources.
- 2) Apply evidence-based practices for differentiating between language differences and language disorders in bilingual populations through appropriate assessment selection, administration, and interpretation.
- 3) Evaluate and synthesize current research in bilingual language development, disorders, and treatment to inform clinical decision-making and advocacy for bilingual populations.
- 4) Demonstrate professional competence in providing clinical services in the target language, including appropriate documentation, collaboration with families, and consultation with other professionals serving bilingual populations.

Relationship to other programs

This certificate proposal has not been submitted previously. It does not significantly overlap with other programs in the university, as the MA-SLP is a unique program that educates students to be professionals in SLP as licensed and certified clinical speech-language pathologists.

The program will include optional elective courses that are offered by other departments across campus. Their letters of concurrence are attached to this proposal as Appendix B.

There are a handful of local/national SLP graduate programs with a bilingual emphasis through a combination of coursework and clinical experiences.

- [Arizona State University Communication Disorders in Multilingual/Multicultural Populations \(Graduate Certificate\)](#)
- [Indiana University Bilingual Track / STEPS](#)
- [Marquette University Bilingual English-Spanish Specialization \(BIES\)](#)
- [Rutgers University Bilingual Competency Recognition](#)
- [Teachers College, Columbia University Bilingual Extension Certificate](#)
- [University of Arizona Multicultural Bilingual Certificate Program](#)
- [University of Iowa Multilingualism and Culturally Responsive Practice](#)
- [University of Texas at Austin Bilingual Certificate](#)
- [University of Redlands Specialty Certificate](#)

Importantly, none of these programs is located in the state of Ohio. Since the majority of our MA-SLP students are Ohio residents, this would be a unique offering in the state at a time when Ohio's multi-lingual population is increasing.

Student enrollment

Our current MA-SLP cohorts are 28-32 students. The certificate program will not alter that. The major limiting factor for enrollment into the certificate program will be the availability of external clinical sites in which the certificate student can complete precepted clinical experiences (e.g., diagnostic testing and delivery of therapeutic services to clients in languages other than English).

Therefore, the expectation is that there will be no more than five students actively pursuing the certificate in any year (including stand-alone 3a certificate enrollees). They will be second-year MA-SLP students pursuing the embedded 3b certificate. Six credit hours or 50% of coursework for this certificate will be permitted to overlap with the requirements of the master's program. It is expected that program will be completed in a minimum of three semesters.

As the program grows the number of external clinical sites with whom we engage, there is potential for capacity in the certificate program to grow. We also hope to add a clinical faculty member with expertise in bilingual SLP who could increase availability of on-campus precepted experiences for the certificate. This may also permit the enrollment in the certificate program to increase if there is sufficient demand. While this program is intended for students pursuing degrees in speech-language pathology or are currently practicing speech-language pathologists, prospective applicants from other fields or degree programs will be considered on a case-by-case basis.

Assessment Plan

The success will be evaluated through multiple assessment measures aligned with the program goals and learning outcomes. Student achievement will be tracked through course performance, clinical competency evaluations, and successful completion of the language proficiency requirements. Program effectiveness will be measured by analyzing graduation rates, time to completion, and the number of clinical hours completed with bilingual populations. Post-graduation outcomes will be assessed through employment placement rates in bilingual settings, employer surveys, and alumni feedback regarding their preparedness for bilingual service delivery. The program will also track the diversity of languages represented in the student cohort, the variety of clinical placements secured, and the impact on service delivery to multilingual communities in the region. Additionally, regular reviews of student feedback from clinical preceptors and capstone projects will evaluate how effectively students are integrating bilingual clinical principles into their practice. These assessment data will be reviewed annually by program faculty to guide continuous program improvement and ensure alignment with professional standards and community needs.

ELO 1) Design and implement culturally responsive assessment and intervention plans that incorporate clients' linguistic and cultural backgrounds, family dynamics, and community resources.

Direct measures:

- Clinical case study evaluations from SPHHRNG Bilingual 7550 Assessment and Intervention course
- Review of treatment plans developed during the 50 hours of bilingual clinical practicum SPHHRNG 7844
- Cultural-linguistic case history forms and assessment protocols created by students SPPRHNG 7550
- Final capstone project from SPHHRNG 6690 demonstrating application of culturally responsive practices

Indirect measures:

- Supervisor ratings of cultural responsiveness during clinical placements in SPHHRNG 7844.
- Self-assessment surveys of cultural competence pre- and post-program, administered by the advisor
- Student reflection journals on cultural and linguistic factors in clinical decision-making in SPHHRNG

7550.

- Alumni surveys 1-year post-graduation on perceived preparedness for bilingual practice, administered by the graduate program coordinator

ELO 2) Learners will apply evidence-based practices for differentiating between language differences and language disorders in bilingual populations through appropriate assessment selection, administration, and interpretation.

Direct measures:

- Scored performance on assessment selection and interpretation assignments in SPHHRNG 7550.
- Clinical documentation reviews from bilingual practicum experiences in SPHHRNG 7844.
- Differential diagnosis case presentations in SPHHRNG 7550.
- Language sample analysis projects comparing typical bilingual development with disordered patterns SPHHRNG 7550.

Indirect measures:

- Clinical supervisor evaluations of diagnostic decision-making in SPHHRNG 7844.
- Peer review of assessment selections and interpretations in SPHHRNG 7844.
- Student confidence ratings in assessment with bilingual populations in SPHHRNG 7844.
- Exit interviews regarding perceived competence in differential diagnosis in SPHHRNG 7844

ELO 3) Learners will evaluate and synthesize current research in bilingual language development, disorders, and treatment to inform clinical decision-making and advocacy for bilingual populations.

Direct measures:

- Literature review assignments with evaluation rubrics in SPHHRNG 7844 and 6990
- Research-to-practice presentations linking evidence to clinical cases SPHHRNG 6690
- Annotated bibliographies of bilingual treatment evidence in SPHHRNG 7550.
- Evidence-based practice components of capstone project in

SPHHRNG 6990

Indirect measures:

- Faculty assessment of research integration in clinical discussions SPHHRNG 7844
- Student self-assessment of research literacy and application skills SPHHRNG 6990

ELO 4) Learners will demonstrate professional competence in providing clinical services in the target language, including appropriate documentation, collaboration with families, and consultation with other professionals serving bilingual populations.

Direct measures:

- Language proficiency assessments in SPHHRNG 7550 and 7844
- Professional writing samples in target language (reports, documentation) in SPHHRNG 7844
- Recorded clinical sessions demonstrating service delivery in target language in SPHHRNG 7844
- Collaborative consultation projects with other professionals

in SPHHRNG 7844

• Indirect measures:

- Clinical supervisor ratings of language proficiency in clinical contexts in SPHHRNG 7844

- Client/family satisfaction surveys regarding communication effectiveness in SPHHRNG 7844
- Self-assessment of professional language proficiency development in SPHHRNG 7550
- Peer evaluations during collaborative case discussions and role-plays in SPHHRNG 7550

Curricular Requirements

Admissions: Admissions for the 3b certificate will be open to anyone accepted into our MA-SLP program and receiving a minimum score of Intermediate High on the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interview (OPI) within the past three years.

For the 3a stand-alone certificate, anyone with an existing SLP license or who is currently enrolled in another university's accredited SLP program will be eligible to apply. They will be required to meet the same Intermediate High score on the ACTFL OPI within the past three years and meet all minimum admissions requirements of the Graduate School. Prospective students will apply to the graduate school per the existing application process and will be required to submit transcripts, current licensure and/or certification, and a letter of intent.

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to successfully handle uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence. Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Official computer-based ACTFL OPIs (OPIcs) can be completed remotely for the following languages: Arabic, Chinese (Mandarin), English, French, German, Italian, Japanese, Korean, Pashto, Persian Farsi, Portuguese, Russian, Spanish, Tagalog, and Vietnamese.

Official ACTFL OPIs are currently available in the following languages (but only in-person and are subject to change): Afrikaans, Akan-Twi, Albanian, Algerian (ILR only), Amharic, Arabic (MSA), Armenian, Assyrian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Chechen, Czech, Danish, Dari, Dutch, Egyptian (ILR only), English, Finnish, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Indonesian, Iraqi (ILR only), Italian, Japanese, Javanese, Jordanian (ILR only), Kazakh, Kikongo, Kinyarwanda, Korean, Krio, Kurdish, Lao, Lebanese (ILR only), Levantine (ILR only), Lingala, Malay, Malayalam, Mandarin, Mandingo-Bambara, Mongolian, Moroccan (ILR only), Nepali, Norwegian, Palestinian (ILR only),

Pashto, Persian Farsi, Polish, Portuguese, Punjabi, Quechua, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Sudanese (ILR only), Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Yemeni (ILR only), Yoruba, and Zulu.

Course Requirements					
Course #	Course	Credits	Term	Format	Description
SPHHRNG 7550	Bilingual Assessment and Intervention	3	Autumn	Distance Learning	This course will address best practices for conducting appropriate, least-biased assessment and intervention with bilingual populations.
	Elective 1*	3			*See Appendix A for list of approved courses
	Elective 2*	3			

SPHHRNG 7844	Advanced Clinical Practicum (50 hrs)	2, Graded S/U	Autumn, Spring, Summer	In-Person	Advanced practicum with children and adults who have speech, language, or hearing problems.
SPHHRNG 6990	Capstone Experience in Speech-Language Pathology (Bilingual Topic)	1, Graded S/U	Autumn, Spring	In-Person	This course provides students with an opportunity to consolidate their clinical and theoretical education by applying the principles of evidence-based practice to a clinical case or topic within their specialization.
		TOTAL: 12 (Capstone)			

Program Implementation

- 1) Describe how students will be informed of the program.

The Bilingual SLP Graduate Certificate program will be promoted through multiple coordinated channels to reach potential students. Internal communication will include announcements in MA-SLP courses, program information sessions, direct emails to current and prospective students, and featured content on the department website and social media. University-wide outreach will utilize the graduate school catalog, cross-promotion through related departments, recruitment events, and career services. External marketing will leverage ASHA's website and EdFind database, presentations at professional conferences by Speech and Hearing Science faculty members, outreach to undergraduate Communication Sciences and Disorders program coordinators in the Ohio, and partnerships with organizations serving multilingual communities. Virtual and in-person information sessions will allow prospective students to learn about language requirements, meet faculty and current students, tour clinical facilities, and connect with potential placement sites. Success of these outreach efforts will be monitored through application numbers, student feedback, website analytics, and engagement metrics.

- 2) Describe how students will be advised regarding the opportunities and challenges associated with the option.

Students entering the MA-SLP program will be advised in groups with their program cohort. The embedded certificate is not expected to alter the length of the program from its current five semesters. Students in the certificate program (both the stand-alone and embedded pathways) will receive comprehensive advising through multiple touchpoints to understand both opportunities and challenges of the certificate program. Initial advisory meetings will outline the program's demands, including the rigorous language proficiency requirements, additional coursework load, and specialized clinical hour requirements alongside regular MA-SLP responsibilities. Students will be assigned a faculty mentor with expertise in bilingual service delivery who will provide ongoing guidance about course selection, clinical placements, and professional development opportunities. Regular check-ins will help students track their progress using the program's advising sheet and address any challenges in balancing certificate requirements with their primary degree program. As the program matures, students will also be connected with other students who are completing the certificate and alumni through a mentorship network, providing real-world perspectives on the challenges and rewards of becoming a bilingual service provider. Additionally, advisors will help students identify and apply for specialized funding opportunities and guide them in leveraging their bilingual skills for future career opportunities.

- 3) Describe how the success of the program will be assessed.

See above.

- 4) Specific actions and any corollary issues (positive and negative) that will arise from implementation. Frequently addressed issues include but are not limited to the following:

Key actions include developing new course content, establishing clinical partnerships for bilingual placements, training supervisors in bilingual supervision protocols, and creating assessment tools for language proficiency. Positive outcomes will likely include enhanced service delivery to multilingual populations, increased professional opportunities for graduates, strengthened community partnerships, and potential research collaborations across departments. However, challenges may arise in securing sufficient bilingual clinical supervisors, managing student workload between certificate and primary degree requirements, ensuring consistent enrollment to sustain specialized courses, and coordinating across multiple departments for course offerings. Additional considerations include managing the costs of language proficiency testing, developing fair policies for students of varying language backgrounds, and maintaining program quality while scaling to meet demand. Faculty workload will need careful consideration as they balance teaching specialized courses with existing responsibilities.

5) How the proposal will affect specific groups/constituencies (faculty, graduate/undergraduate students, staff, alumni, accrediting organizations, etc.)?

There will be wide-ranging effects across multiple constituencies. Involved faculty will experience a shift in teaching and mentoring responsibilities, particularly in developing and delivering specialized bilingual content, while also gaining opportunities for cross-disciplinary collaboration and research. Graduate students will benefit from enhanced professional preparation and expanded career opportunities, though they will need to manage additional academic and clinical requirements. Staff will need to adapt to new administrative demands, including coordinating clinical placements, tracking language proficiency requirements, and managing program documentation. Alumni will gain opportunities to serve as mentors and clinical supervisors while potentially benefiting from expanded professional development networks. Accrediting organizations like the Council on Academic Accreditation in SLP will need to review and approve program components, ensuring alignment with certification standards for bilingual service provision. Clinical partners will need to modify supervision protocols and possibly adjust staffing to accommodate bilingual student placements.

6) What programmatic changes will take place internally?

Clinical practicum coordination will expand to include tracking bilingual hours, matching students with appropriate supervisors, and ensuring diverse language experiences. Administrative processes will need adjustment to handle language proficiency testing requirements, specialized advising protocols, and progress tracking for certificate students. The department will also need to establish new protocols for capstone projects focusing on bilingual topics, including guidelines clinical case studies. Faculty teaching assignments and committee structures will require reorganization to support the additional administrative and academic demands of the certificate program, while maintaining quality in the existing MA-SLP program.

7) How the program will affect students, faculty, and staff outside the proposing unit?

Faculty in Spanish and Portuguese will experience increased graduate student enrollment in their courses and may need to adapt course content to address clinical language needs. Education and

Cultural Studies faculty will engage with a new student population seeking coursework in multicultural perspectives. Administrative staff in partnering departments will need to coordinate cross-listed courses, manage enrollment capacities, and possibly adjust scheduling to accommodate certificate students. The Office of International Education may become involved in supporting international clinical experiences and exchange programs, such as a potential partnership with the University of Puerto Rico that is currently in the early stages of planning.. In general, the broader university community will benefit from strengthened interdepartmental relationships and enhanced capacity to serve diverse populations.

8) Does the content of the proposal overlap in scope or substance with the interests of other units? If so, the concurrence of those units must be sought.

The Bilingual SLP Graduate Certificate program has several significant areas of overlap that require concurrence from other academic units, with all necessary letters of concurrence included in the appendices. Primary overlap exists with the Department of Spanish and Portuguese, which will provide essential language and cultural coursework through multiple graduate-level courses (SPANISH 5201, 5202, 5389, etc.). The College of Education and Human Ecology has overlap through courses focusing on multicultural education and language acquisition (TLTED 5610, TLTED 5620, EDUTL 8610). Additional overlap exists with programs offering linguistic diversity courses, including the Department of Teaching and Learning and the Department of Educational Studies. These overlapping interests represent collaborative opportunities, and formal documentation of concurrence from each unit is provided in Appendix B: Letters of Concurrence.

Appendix A: List of approved elective courses

Choose 2 electives (6 credits) from the following list of approved electives

Course Number	Course Name	Credits	Term Offered	Format	Description
SPANISH 5201	Spanish in the Health Professions I	3	Autumn	In Person	Introduction to Spanish discourse about health and wellness within the cultural contexts of populations in the US and Latin America. Highlights the complex relationships between language, culture, and power in discourse on health and wellness. Prereq: 3403, or Grad standing and permission of instructor.

SPANISH 5202	Spanish in the Health Professions II	3	Spring	In Person	This course introduces students to the practice of interviewing for health and human services in Spanish. The course analyzes the theoretical, ethical, and sociological dimensions of medical and motivational interviewing in the context of the Spanish-speaking population in the United States. Prereq: 5201, or permission of instructor.
SPANISH 5389	US Latino Languages and Communities	3	Spring	In Person	We discuss the diversity of Latino experiences and the central role of language in the development of a "Latino" identity, as well as its role in local understandings of ethnicity, gender, and social class. Theoretical concepts include language ideologies, identity, and critical approaches to race and ethnicity. Previous coursework in Latino Studies and/or Sociolinguistics is desirable. Prereq: 5201 or 4430/H, or equiv, or Grad standing, or permission of instructor.
SPANISH 5689S	Spanish in Ohio: An Experiential Course	3	Spring	In Person	Interaction with Hispanic and LatinX community organization representatives, educators and business leaders in Ohio; intensive & extensive practice with Spanish as spoken by native and heritage speakers from the U.S. & abroad.
SPANISH 7340	Spanish Phonology and Morphology	3	Spring	In Person	Introduction to phonological and morphological characteristics of Spanish in light of recent theoretical frameworks in linguistics. Prereq: Grad standing, or permission of instructor. Not open to students with credit for 734.
SPANISH 7320	Spanish Syntax and Semantics	3	Spring	In Person	Introduction to structural and semantic characteristics of Spanish in light of recent theoretical frameworks in linguistics.

SPANISH 8320	Studies in Synchronic Spanish Syntax, Semantics and Pragmatics	3	Spring	In Person	Investigation of theoretical concepts in syntax, semantics, and pragmatics and how they have been applied to the analysis of the Spanish language. Prereq: 7320, or permission of instructor
SPANISH 8340	Studies in Synchronic Spanish Phonetics, Phonology and Morphology	3	Autumn	In Person	Investigation of theoretical concepts in phonetics, phonology, and morphology and how they have been applied to the analysis of the Spanish language. Prereq: 7340, or permission of instructor
FRIT 8302	Issues in Second Language Studies	3	Spring	Online	Explores in depth a particular area or issue of second language acquisition.
GERMAN 5602	German for the Professional World	3		In-Person	This course provides students with intermediate to low-advanced German language skills knowledge about a range of professions/careers, not only in German-speaking countries but also in German companies and government and cultural offices within the United States. Students develop advanced linguistic and cultural competencies. Open to students with a minimum of intermediate-high (B2) level of German language proficiency.
GERMAN 8600	Seminar in Linguistics and Applied Linguistics	3	Autumn	In Person	Explore the structure, historical development, use of German and its social and dialectal variations. Practical application of the knowledge gained to the teaching of German. Prereq: 6600.
SLAVIC 8802	Language and Memory: Psycholinguistic Approaches to Bilingualism	3	Autumn	In Person	Discussion of psycholinguistic works related to memory and its role in language processing, second language learning, and forgetting.

SLAVIC 8803	Language, Culture, and Cognition	3	Autumn	In Person	Discussion of different methodological & theoretical approaches to the Linguistic Relativity (Sapir-Whorf) hypothesis, including data and scholarship from Russian & other Slavic languages. Taught in English. Prereq: Grad standing, or permission of instructor.
ARABIC 5405	Advanced Arabic for the Professions	3		In-Person	This advanced-level course immerses students in the complexities of professional Arabic used in governmental and organizational contexts, including diplomacy and fields of work that are adjunct to it. Focusing on verbal communication in the classroom, the course presents language skills that enable students to professionally express practical themes and topics used by embassies, NGOs, and more. Prereq: GPA 3.0 or above in Arabic major/minor courses, and Soph, Jr, Sr or Grad standing.
CHINESE 5380	Introduction to Chinese Linguistics	3		In-Person	Investigation of the phonology, morphology, syntax, semantics, lexicon, and writing system of the Chinese language; and exploration of some topics relating language to cognition, society, and gender. Prereq: Permission of instructor. Not open to students with credit for 680.
CHINESE 5387	Bilingualism in the Chinese Contexts	3		In-Person	Introduction to the sociolinguistic study of bilingualism (including multilingualism) and the qualitative study of biculturalism involving the Chinese language and culture. Topics to be covered include lexical borrowing and innovations, code switching, bilingual education, bilingualism in (new) media, language acquisition, language attitudes, language maintenance and loss. Prereq: 5380, or permission of instructor.
CHINESE 5389	Topics on the Chinese Language	3		In-Person	Exploration of topics and issues concerning the Chinese language -- language and society, language and politics, language and gender, language and identity, bilingualism, languages of China; taught in English.

					Prereq: 1102 or equiv, or permission of instructor. Repeatable to a maximum of 3 cr hrs.
CHINESE 5490	Chinese Translation Workshop	3		In-Person	Investigation of problems and techniques of translating Chinese into English. Prereq: 4102 or 5112, or permission of instructor. Repeatable to a maximum of 8 cr hrs or 2 completions.
CHINESE 7382	Chinese Phonology	3		In-Person	The phonetics and phonology of modern (Mandarin) Chinese; study of other Chinese dialects for comparative purposes. Prereq: 6380; or permission of instructor.
CHINESE 7385	Chinese Dialects	3		In-Person	Investigation of the linguistic structures of major Chinese dialects from a cross-dialectal, comparative approach; related topics in multilingualism, language planning, language contact, code-switching, vernacular literacy and dialect-writing. Prereq: 6380; or permission of instructor.
CHINESE 7386	Chinese Semantics	3		In-Person	Introduction to the semantic description and analysis of the Chinese language, including related topics such as Chinese pragmatics and syntax-semantics interface. Prereq: 5380, or permission of instructor.
SPHHRNG 5605	Multicultural Aspects of Communication	3	Autumn, Spring	Distance Learning	Examination of normal communicative behavior, including development, and the assessment and management of speech-language-hearing disorders of culturally and linguistically diverse populations. Prereq: 3330, Ling 3601, or 3602, or equiv., or permission of instructor.
SOCIOLOG 7758	Health Disparities in the United States	3	Autumn	In Person	Social and demographic forces that affect well being, health, and survival. Prereq: Grad standing
SOCIOLOG 7780	Racial and Ethnic Differences	3	Autumn	In Person	An analysis of the origin, persistence, adaptation and change of systems and racial and ethnic differentiation. Prereq: Not open to

					students with credit for 780.
ESEPSY 8408	in Education & Psychology	3	Autumn	In Person	This seminar is designed to discuss current conceptual, theoretical, and methodological work in education and psychology and consider the role of race and ethnicity in students' school experiences, academic achievement, and development in multicultural settings.

ESSPED 5777	Cultural Diversity in American Education: Theories, Models , and Strategies	3	Spring	Distance Learning	This course focuses on cultural diversity/differences and the ways in which culture (related extensively to race and ethnicity) has been and continues to be defined and addressed in the American educational system (P-12 primarily, with attention to higher education). The fundamental course focus is the achievement gap (which has many other names, such as expectation and opportunity gap).
EDUCST 5777	Cultural Diversity in American Education: Theories, Models , and Strategies	3	Spring	Distance Learning	This course focuses on cultural diversity/differences and the ways in which culture (related extensively to race and ethnicity) has been and continues to be defined and addressed in the American educational system (P-12 primarily, with attention to higher education). The fundamental course focus is the achievement gap (which has many other names, such as expectation and opportunity gap).

Students may petition to add a 5000+ course not listed above, which will be considered by the MA-SLP subcommittee.

Appendix B: Concurrences from units with approved elective courses

Educational Psychology

Eric—Thank you for sending this concurrence request to me. I asked the Educational Psychology faculty to review the request, and all supported your proposal. On behalf of the faculty, we support the concurrence request. Jerry D'Agostino

French and Italian

Dear Eric,

This looks like a worthy initiative, happy to grant concurrence.

My colleague Wynne Wong's FR 8303 is a good fit, I am glad you have included it. She teaches it on a regular basis, normally once a year.

Best wishes,

Sarah-Grace Heller

Sarah-Grace Heller

Chair, Department of French and Italian

Associate professor of French, affiliate faculty Medieval and Renaissance Studies

The Ohio State University

200 Hagerty Hall

1775 College Rd, Columbus , OH 43209

heller.64@osu.edu / <https://frit.osu.edu/.osu.edu>

Pronouns: she/hers

German

Dear Eric,

Thank you for reaching out and considering GERMAN 8600 as part of the elective list of courses students can choose from. The certificate provides a great opportunity for our students. You have GLL's concurrence.

Best,

Carmen

Carmen Taleghani-Nikazm

Professor

Chair, Department of Germanic Languages and Literatures

College of Arts and Sciences

498-E Hagerty Hall

1775 College Rd, Columbus, OH 43210

614-292-6985 Office

Slavic and Eastern European Languages and Cultures

Eric, apologies for the delay—we concur!

Ludmila Isurin also suggests SL8802 (Bilingual Memory), which may even be more relevant.

Please consider adding both to your certificate.

Thanks,

Angela

Angela Brintlinger

Ohio State University

Professor and Chair of Slavic and East European Languages and Cultures

Director, Center for Slavic, East European and Eurasian Studies

Director, Polish Studies Initiative

Director, Serbian Educational Alliance

Commissioner, Eastern European Affairs of the State of Ohio

Member, Advisory Council of the Guarini Institute for Public Affairs, John Cabot University

Sociology

Hi Eric,

This certificate program looks great. And I would support providing concurrence; however, I need to make you aware of a recent change we made to our health disparities course (which I teach, btw). This past year, we changed the number from 5629 to 4629 to reflect its transition to a research creative inquiry course for the new GE. Given this development, I'm not sure you could still use it for a graduate level certificate.

We do have some other graduate level courses that I think would fit into this program nicely such as:

SOCIOL 7756 - Sociology of Immigration

SOCIOL 7758 - Health Disparities in the United States

SOCIOL 7780 - Racial and Ethnic Differences

We typically offer each of these courses every other or every 2 years. Happy to provide more information if you'd like. Hope this is helpful.

Best,

Cindy

The Ohio State University

Cynthia Colen, PhD, MPH

she/her/hers

Professor and Interim Chair

Department of Sociology, College of Arts & Sciences

Division of Health Behavior & Health Promotion, College of Public Health

Research Affiliate, Institute for Population Research

colen.3@osu.edu

Spanish and Portuguese

Dear Eric,

We have discussed your certificate proposal and we all heartily support it. We wish you the best of luck with your efforts. Please let us know how we can help!

Best,
John

John Grinstead (he/him/his)
Professor & Chair
Department of Spanish & Portuguese
The Ohio State University
298 Hagerty Hall – 1775 College Road
Columbus, OH. 43210-1340
(614) 292-8856
<http://u.osu.edu/langlab/>

Special Education

Hello Professor Bielefeld,

This email represents my concurrence for your department's proposal regarding the graduate certificate program in bilingual speech-language pathology.

In addition, I do think that ESSPED 5777 will be a good fit for the certificate, especially since there are several sessions that focus on bilingualism. Contingent upon enrollment, this course is typically offered every semester.

For your information, the title of the course has been changed to the following:

ESSPED 5777 Cultural Diversity in American Education

There are no changes in the content or objectives.

Sincerely,
Peter V. Paul
SPED Program Chair



May 16, 2025

Dear ASCC Committee Members,

I am writing to express my support for the proposal to create a Graduate Certificate in Bilingual Speech-Language Pathology, submitted by the Department of Speech and Hearing Science. This initiative addresses the growing need for speech-language pathologists who are proficient in multiple languages and culturally responsive to the diverse populations they serve in Central Ohio and beyond.

The Department of Speech and Hearing Science is well positioned to deliver this curriculum. The department made relevant faculty hires in recent years to ensure adequate expertise and staffing. I am confident in their ability to carry out a first-rate certificate program that fills a gap in the workforce.

The Graduate Certificate in Bilingual Speech-Language Pathology aligns with the university's mission of workforce preparation and service to the state and nation. I enthusiastically support the proposal.

Sincerely,

Ryan D. King
Divisional Dean of Social and Behavioral Sciences
College of Arts and Sciences

**Appendix C: Advising
Worksheet**

**The Ohio State University
College of Arts and Sciences**

Bilingual Certificate in Speech-Language Pathology ([SIS Certificate code]²)

Faculty Program Advisor(s):

Jennifer Brello, EdD, Brello.1@osu.edu

Jissel Anaya, PhD, anaya.27@osu.edu

Academic Advisor(s):

Amy Sonntag, SLPD, Sonntag.12@osu.edu

Jissel Anaya, PhD, anaya.27@osu.edu

This certificate program provides specialized training for speech-language pathology students and professionals who wish to serve bilingual and multilingual populations. Through a combination of coursework, clinical practicum, and a capstone experience, students will develop culturally responsive assessment and intervention skills. The program emphasizes evidence-based practices and language proficiency to support effective service delivery in diverse communities. Open to current MA-SLP students and licensed professionals, the certificate enhances career readiness for bilingual clinical roles.

Bilingual Certificate in SLP Curricular Information

Required foundational/core course(s): (3 courses, 6 credit hours)

SPHHRNG 7550 Bilingual Assessment & Intervention (3 credit hours)

SPHHRNG 7844 Advanced Clinical Practicum (2 credit hours)

SPHHRNG 6990 Capstone Experience in Speech-Language Pathology (1 credit hours)

Elective courses(s): (2course(s); [6] CH)

Choose [2] course(s) from the options below:

- SPANISH 5201 Spanish in the Health Professions I (3)
- SPANISH 5202 Spanish in the Health Professions II (3)
- SPANISH 5389 US Latino Languages and Communities (3)
- SPANISH 5689S Spanish in Ohio: An Experiential Course (3)
- SPANISH 7340 Spanish Phonology and Morphology (3)
- SPANISH 7320 Spanish Syntax and Semantics (3)

- SPANISH 8320 Studies in Synchronic Spanish Syntax, Semantics and Pragmatics (3)
- SPANISH 8340 Studies in Synchronic Spanish Phonetics, Phonology and Morphology (3)
- FRIT 8302 Issues in Second Language Studies (3)
- GERMAN 8600 Seminar in Linguistics & Applied Linguistics (3)
- SLAVIC 8802 Language and Memory: Psycholinguistic Approaches to Bilingualism (3)
- SLAVIC 8803 Language, Culture, and Cognition (3)
- ARABIC 5405 Advanced Arabic for the Professions (3)
- CHINESE 5380 Introduction to Chinese Linguistics (3)
- CHINESE 5387 Bilingualism in the Chinese Contexts (3)
- CHINESE 5389 Topics on the Chinese Language (3)
- CHINESE 5490 Chinese Translation Workshop (3)
- CHINESE 7382 Chinese Phonology (3)
- CHINESE 7385 Chinese Dialects (3)
- CHINESE 7386 Chinese Semantics (3)
- SPHHRNG 5605 Multicultural Aspects of Communication (3)
- SOCIOL 7758 Health Disparities in the United States (3)
- SOCIOL 7780 Racial and Ethnic Differences (3)
- ESEPSY 8408 Race, Ethnicity, & Multiculturalism in Education & Psychology (3)
- ESSPED 5777 Cultural Diversity in American Ed: Theories, Models, and Strategies (3)
- ECUCST 5777 Cultural Diversity in American Education: Theories, Models , and Strategies (3)

Other guidelines specific to the program not covered in the right column.

Bilingual Certificate in SLP Certificate Guidelines⁶

Credit hours required: A minimum of 12

Overlap with the courses in degree:

- The certificate must be in a different subject than the major.
- Max 50% overlap with courses in a major, minor, other certificate, or GE.⁷

Grades required:

- Minimum B- for a course to be counted on the certificate.

- Minimum 3.00 cumulative GPA for all certificate course work. 5193 credits – Not permitted.

Declaring the certificate and approval of

coursework⁸ It is the student's responsibility to consult with an advisor and ensure that appropriate paperwork is submitted by the relevant deadlines.

-

¹ All text in [] should be altered by the proposing unit to reflect the appropriate information for the program. These footnotes should NOT be included in the document submitted as a part of the certificate proposal.

² For new certificates, the SIS certificate code will be assigned by the University Registrar after the proposal is approved.

³ If applicable; a faculty advisor is not required.

⁴ Ideally, this should be a single brief paragraph with a student-friendly description of the program's topics, goals and ELOs.

⁵ Repeat as necessary.

⁶ Other than the text in [], items in this column outline university rules/policy, and should not be altered or removed. Please email steele.682@osu.edu w/ questions about this language.

⁷ Units must specify the percentage of credits in the certificate that can overlap with a major, minor, other certificate, or the GE. This percentage must be between 50% and 100%.

⁸ For both new certificates and revisions to existing certificates, a representative from the ASC Curriculum and Assessment Services Office will contact the originating unit *after* university approval. In order to provide the clearest possible instructions to students, the ASCCAS office will work with the unit to finalize language in this section.