

08-81

Signature

Curriculum Proposal Guidelines and Procedures, Fall 2007

GRADUATE

NEW/REVISED/DELETED GRADUATE PROGRAMS COVER SHEET

(Degree Programs, Sequences, Graduate-Level Certificates)

Graduate Curriculum Committee

2007-08

Deadlines for receipt by Graduate Curriculum Committee:

Revised Degree Program, Sequence, Graduate Certificates: October 1, 2007, for inclusion in 2008-09 catalog.

New Sequence, New Graduate Certificate: September 14, 2007, for inclusion in 2008-09 catalog.

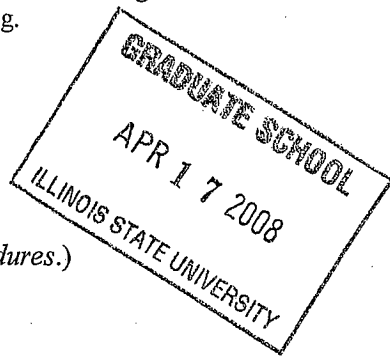
New Degree Program: February 8, 2008, for inclusion in 2009-10 catalog.

DEPARTMENT/SCHOOL Communication Sciences & Disorders

DATE 11 October 2007

TITLE OF DEGREE, SEQUENCE, OR CERTIFICATE

Graduate Sequence in Bilingual Speech-Language Pathology



Proposed Action: (Refer to Part I, Section C of GCC Proposal Guidelines and Procedures.)

New\* (Check one):

Degree Program\*\* (goes beyond Graduate Curriculum Committee)

Sequence (goes beyond Graduate Curriculum Committee)

Post-Master's Graduate Certificate (goes beyond Graduate Curriculum Committee)

Post-Baccalaureate Graduate Certificate (goes beyond Graduate Curriculum Committee)

Graduate Certificate

Change in requirements for: (Check one.)

Degree Program  Sequence  Certificate

Other program revisions

Deletion of: (Check one.)

Degree Program (goes beyond Graduate Curriculum Committee)

Sequence (goes beyond Graduate Curriculum Committee)

Post-Master's Graduate Certificate (goes beyond Graduate Curriculum Committee)

Post-Baccalaureate Graduate Certificate (goes beyond Graduate Curriculum Committee)

Graduate Certificate

\*Attach approved Request for New Program Approval: Reporting of Financial Implications form (available at www.academicssenate.ilstu.edu/documents.html).

\*\*Obtain the New Program Request (NEPR) format from the Office of the Provost.

Summary of proposed action. For all proposals, provide current title and current catalog copy. Provide new title and new catalog copy for new programs, and for revised programs if catalog copy/title is altered. For revised programs, provide a summary of the changes. (Refer to New/Revised/Deleted Programs checklist in GCC Guidelines and Procedures.)

Routing and action summary:

1. \_\_\_\_\_  
Dept./School Curriculum Committee Chair Date Approved

4. \_\_\_\_\_  
College Dean Date Approved

2. \_\_\_\_\_  
Department Chair/School Director Date Approved

5. \_\_\_\_\_  
Teacher Education Council Chair Date Approved  
(28 copies to Dean of College of Education)

3. \_\_\_\_\_  
College Curriculum Committee Chair Date Approved

6. \_\_\_\_\_  
Graduate School Date Approved

Submit 10 copies of proposal to the Graduate Curriculum Committee. In addition, for new and deleted degree programs, sequences, and Post-Baccalaureate and Post-Master's certificates, submit an electronic version (MS Word format). These proposals are routed by GCC to the Academic Senate. The Senate requires electronic submission of all materials for posting to the Senate Web site.

## Proposal for a Graduate *Sequence* in Bilingual Speech-Language Pathology

The Department of Communication Sciences and Disorders proposes a Graduate *Sequence* in Bilingual Speech-Language Pathology. The date of implementation of this *sequence* will be Summer 2009.

**Institution:** Illinois State University

**Responsible department** Department of Communication Sciences and Disorders

**Proposed program title** Graduate *Sequence* in Bilingual Speech-Language Pathology

**Date of Implementation** Summer 2009

**Exact Catalog Copy:**

Sixteen (16) hours are required to consist of Descriptive Linguistics (ENG 341 or equivalent, 3 hours) and Theoretical Foundations of TESOL (ENG 344 or equivalent, 3 hours), Cultural Diversity in Communication Disorders (CSD 375, 3 hours) and Bilingual Assessment in Speech-Language Pathology Seminar (CSD 449, 2 hours), and an external clinical practical experience to be completed in a bilingual environment (CSD 408.60 or 408.70, 5 hours). *All students must also demonstrate competence in Spanish sufficient to meet American Speech Language Hearing Association standards by earning a minimum score of Advanced-low on the Oral Proficiency Interview administered by the American Council on Teaching Foreign Languages.*

**Description of Proposed Program:** This specialty *Sequence* involves coursework to focus on issues related to individuals who are culturally/linguistically diverse as well as to create clinical opportunities through community engagement. Students who complete these requirements will be able to receive specialty recognition in the form of a *Sequence* for use when seeking employment.

It is expected that the students choosing this *Sequence* be competent in Spanish according to our accrediting agency's (American Speech Language Hearing Association) standards (reproduced at the end of this proposal). Hortencia Kayser, Chair of the ASHA Committee on the Status of Racial Minorities, notes that "ASHA-certified clinicians who identify themselves as bilingual are now bound by the ASHA code of ethics for practice. Clinicians who are not near native-like in the second language can be brought before the Board of Code of Ethics for practicing in the minority language when their linguistic skills are not adequate." To ensure language competence, all certificate students will be required to score at least Advanced-Low on the ACTFL interview in Spanish.

In order to obtain this *sequence*, graduate student will successfully complete the following courses:

ENG 341, Descriptive Linguistics, or equivalent	3 hours
ENG 344, Theoretical Foundations of TESOL, or equivalent	3 hours
CSD 375, Cultural Diversity in Communication Disorders	3 hours
CSD 449, Seminar in Speech-Language Pathology/Bilingual Assessment	2 hours
External practicum in a bilingual setting	5 hours
CSD 408.60 Speech-language Pathology Educational Placement <i>or</i>	
CSD 408.70 External practicum Speech-language pathology Medical Placement	

**TOTAL 16 hours**

Note: Students who have completed one or more of the 300 level courses as part of their undergraduate program may petition to substitute other graduate courses, thesis and/or independent study hours related to bilingual speech-language pathology.

**Rationale for Proposal:** Bloomington is located in the heart of Central Illinois, approximately 125 miles southwest of Chicago and 155 miles northeast of St. Louis. It is the county seat of McLean County, the largest county in Illinois. Bloomington (pop. 64,808; 2000 census) is a twin City with the Town of Normal (pop. 45,386; 2000 census).

During the 1990's, the number of residents in McLean County who identified themselves as Hispanic or Latino more than doubled (129.4%). The Latino population rose from 1,671 in 1990 to 3,833 in 2000 – comprising more than 2.5% of the total population in 2000. The Census Bureau estimates that from 2000 to 2002, the number of Latinos in McLean County rose from 3,833 to 4,637, a growth of 21% during the two-year period with the majority residing in Bloomington-Normal.

The U.S. Census also reported that of the 132 languages spoken throughout Illinois, 24 are spoken in McLean County. Approximately 50% of the 8500 residents, who speak a language other than English, speak Spanish. An additional 25% speak other Indo-European languages and another 25% speak Asian or Pacific Island languages.

Because of the increase in bilingual populations, our accrediting agency, the American Speech Language and Hearing Association (ASHA), is taking steps to address these issues on a national level. Less than 6% of ASHA members identify themselves as bilingual or multilingual. ASHA believes that only by providing culturally and linguistically appropriate services can we provide the quality of speech-language pathology services our clients deserve. Although we have had students (at both the undergraduate and graduate levels) who are bilingual, we have not had a formal curriculum that would assist them in serving bilingual populations.

With the changing demographics of central Illinois, there is a mounting need to prepare professionals to serve the needs of the bilingual populations and act as a resource for local public and private agencies, especially in non-urban areas. Currently, Northern Illinois University in DeKalb is the only university speech pathology program that offers bilingual specialization in the state of Illinois. Most of NIU's graduates remain in the Chicago area and so there is a need for professionals with this specialization in the rest of the state.

Because of the changing demographics of our community, the interest of our

present and future students, and the increasing need in the profession to prepare interested students to work with individuals and families who are culturally/linguistically diverse, our department is committed to develop an emphasis track in bilingual service delivery within our present curricular framework.

**Expected Impact of Proposal on Existing Campus Programs:** None

**Expected Curricular Changes:** All courses are currently in the curriculum. A new topic will be added to the existing CSD 449 Seminars in Speech Pathology to address the assessment of bilingual children and adults. Additionally, a long-range goal is to create clinical opportunities for our graduate students with bilingual children and adults through community engagement.

**Anticipated Staffing Arrangements:** All but one of the courses we propose for the *Sequence* will be provided by existing ISU faculty (in the departments of CSD and ENG). The English department has been consulted and a letter of support is attached. We *need* to offer the new topic in CSD 449, Bilingual Assessment in Speech-Language Pathology, which will be taught by an adjunct faculty member, in the Summer of 2009. External practica supervisors used in 408.60/408.70 are not paid.

**Anticipated Funding Needs and Source of Funds:** Salary for adjunct professional teaching CSD 449. If CSD 375 could not be taught within existing faculty/staff assignments, it may be included as a compensated overload by existing faculty.



AMERICAN  
SPEECH-LANGUAGE-  
HEARING  
ASSOCIATION

# Bilingual Speech-Language Pathologists and Audiologists: Definition

ASHA Committee on the Status of Racial Minorities

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## About this Document

The following definition, drafted by the Committee on the Status of Racial Minorities, was adopted as an official statement of the American Speech-Language-Hearing Association by its Legislative Council in November 1988 (LC 17-88).

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Speech-language pathologists or audiologists who present themselves as bilingual for the purposes of providing clinical services must be able to speak their primary language and to speak (or sign) at least one other language with native or near-native proficiency in lexicon (vocabulary), semantics (meaning), phonology (pronunciation), morphology/syntax (grammar), and pragmatics (uses) during clinical management.

To provide bilingual assessment and remediation services in the client's language, the bilingual speech-language pathologist or audiologist should possess:

1. ability to describe the process of normal speech and language acquisition for both bilingual and monolingual individuals and how those processes are manifested in oral (or manually coded) and written language;
2. ability to administer and interpret formal and informal assessment procedures to distinguish between communication differences and communication disorders in oral (or manually coded) and written language;
3. ability to apply intervention strategies for treatment of communication disorders in the client's language; and
4. ability to recognize cultural factors which affect the delivery of speech-language pathology and audiology services to the client's language community.

American Speech-Language-Hearing Association. (1989). *Bilingual Speech-Language Pathologists and Audiologists: Definition* [Relevant Paper]. Available from [www.asha.org/policy](http://www.asha.org/policy).

ILLINOIS STATE  
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**To:** Heidi Verticchio, Graduate Coordinator (CSD)  
**From:** Roberta Seelinger Trites, Director of Graduate Studies (ENG)  
**Re:** Graduate *Sequence* in Bilingual Speech Pathology  
**Date:** September 4, 2007

The linguistics faculty in the English Department met in Spring 2008 to discuss with representatives from Communication Sciences and Disorders the proposed graduate *Sequence* in Bilingual Speech Pathology. At that time, the graduate faculty in linguistics recommended that the *Sequence* include two courses from the English department, ENG 341 (Introduction to Descriptive Linguistics) and ENG 344 (Theoretical Foundations in TESOL or an equivalent course). The proposed *Sequence* thus appropriately includes these courses, based on the recommendation of our faculty.

Moreover, the English department will be able to provide seats to CSD students seeking seats in this course. ENG 341 is generally offered every semester (including summer), and ENG 344 is offered at least once per year, and generally does not completely fill. Thus, finding seats for students in the proposed *Sequence* should prove to be unproblematic.

The proposed graduate *Sequence* represents an important opportunity for students who seek to improve support services for bilingual or non-English speaking students, a growing population in the state and in the country. Thus, the graduate program in English supports the development of this proposal wholeheartedly.

c: Joe Smaldino (Chair, CSD)  
Tim Hunt (Chair, ENG)