



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

This form should be used by programs seeking to establish a new graduate certificate. All sections should be completed.

The graduate certificate is a programmatic or linked series of courses in a single field or in one that crosses disciplinary boundaries. The graduate certificate facilitates professional growth for people who already hold the baccalaureate degree. The graduate certificate enables the university to respond to societal needs while promoting university cooperation with corporate, industrial, and professional communities.

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

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College/School: College of Health Solutions

Note: Program ownership is coded at the College/School level first and may not be a center, department or division apart from it.

Department/Division/School: Department of Speech and Hearing Science

Proposing faculty group (if applicable): n/a

Name of proposed graduate certificate: Communication Disorders in Multilingual/Multicultural Populations

Is a program fee required? Yes, a program fee is required.

Note: for more information about program fee requests, visit <https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees>

Is the unit willing and able to implement the program if the fee is denied? Yes, we are able to implement the program.

Requested effective term and year: Fall 2018

(The first semester and year for which students may begin applying to the certificate)

Delivery method and campus or location options: *select all locations that apply*

Downtown Phoenix Polytechnic Tempe Thunderbird West Other: _____

Both on-campus and ASU Online* - (check applicable campus(es) from options listed above)

ASU Online only (all courses online and managed by ASU Online)

Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process.

Do Not Fill in this information: Office Use Only

Plan Code:

CIP Code:



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PROPOSAL CONTACT

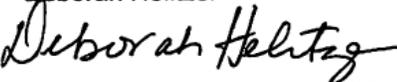
Name: Nancy Scherer, PhD **Title:** Chair and Professor
Phone number: 480-965-2905 **Email:** nancy.scherer@asu.edu

DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and college/school levels of review, and the college/school(s) has the resources to offer this degree program. I recommend implementation of the proposed certificate program.

Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.

College/School/Division Dean name: Deborah Helitzer

Signature: 

Date: 12-19-2017

Please note: Proposals for new certificates also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (two readings), and the Office of the Provost before they can be put into operation.

The final approval notification will come from the Office of the Provost.

1. OVERVIEW

Below, please provide a brief overview of the certificate, including the rationale and need for the program, potential size and nature of the target audience, information on comparable programs (at ASU and/or peer institutions), how this program would relate to existing programs at ASU, and any additional appropriate information.

Overview:

The proposed graduate certificate will prepare graduate students to use evidence-based practices to support the academic, social, speech, and language development of young multilingual, multicultural children with disabilities and their families. In addition to the basic components of a speech-language pathology training program, the certificate provides (a) specialized coursework on working with young children and families who are culturally and linguistically diverse (CLD), including dual language learners (DLL), (b) enhanced clinical experience in settings serving some of the most underserved children in Arizona, and (c) opportunities to engage in community-based, interprofessional projects to benefit children and families from CLD backgrounds.

Speech language pathologists (SLPs) need to be able to identify the presence or absence of a speech or language disorder in a multilingual child to avoid either over- or under-referral for speech-language pathology services and special education. This requires special skills and training. These skills include advanced training in the International Phonetic Alphabet across different languages and contrastive analysis to recognize the sound system differences between languages, gaining experience and knowledge in administering alternative assessment procedures across languages through interpreters or skilled professionals who speak different languages, and understanding the effects of bilingual development on language performance. SLPs also need to determine appropriate communication intervention goals within the languages and cultural context of the family and child care or educational setting (Thomas-Stonell, Washington, Oddson, Robertson & Rosenbaum, 2013). Graduates of the certificate program will acquire this specialized knowledge and skills to provide assessment and intervention for communication disorders to children and families who speak non-dominant languages and dialects.

The overall goal of the certificate is to provide graduate students in speech-language pathology with a certificate that denotes completion of an expanded plan of coursework regarding multicultural and multilingual issues and enhanced clinical experiences in authentic community-based settings. The certificate and training will yield specialized knowledge and skills to be able to provide culturally responsive services to CLD individuals with communication disorders. Those who are bilingual in Spanish and English will have an option to obtain a bilingual endorsement from the Speech and Hearing Science Department by passing a language proficiency exam in Spanish. The School of



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International Languages and Cultures (SILC) administers the exam and currently only provides language proficiency testing for educators and professionals in Spanish. If other languages were to be offered in the future, we would be open to include those as well.

Rationale and need:

The need for SLPs who are trained to assess and intervene with children from culturally and linguistically diverse (CLD) backgrounds is recognized at international, national, regional and state levels. A small percentage of practicing SLPs in Arizona and across the country are bilingual and many report a lack of training in CLD. Current practices prepare SLPs to assess and treat speech and language disorders in mostly monolingual children. The provision of services to children and families who speak non-dominant languages and dialects requires additional skills. For example, culturally and linguistically competent clinicians who work with CLD children must develop skills in providing least biased assessments based on current evidence and evaluation standards. SLPs also need to gain experience and knowledge in administering alternative assessment procedures across languages through interpreters or skilled professionals who speak different languages, and understanding the effects of bilingual development on language performance, as well as how socialization factors affect language development across cultures. The targeted audience are students in the MS program in Communicative Disorders who want more advanced coursework and clinical experience with bilingual populations.

Potential size and nature of the target audience:

The certificate program will prepare up to 20 speech-language pathology Master's students yearly to be culturally and linguistically competent service providers in speech language pathology. Those who are Spanish-English bilinguals will demonstrate proficiency in Spanish and in the provision of bilingual services. They will be eligible for a bilingual endorsement if they pass a Spanish proficiency exam, in addition to these courses.

Similar programs at peer institutions:

Other universities offer bilingual training programs in the graduate communication disorder/speech-language pathology programs including Illinois State University*, Marquette University*, San Diego State University*, the University of Arizona and Indiana University*. Asterisked programs are focused on bilingual English/Spanish populations and require demonstrated proficiency in Spanish language. Certificates of cultural competency, diversity or multicultural education are offered at many universities, including the University of Iowa, Winston-Salem University, Pacific University – Oregon, University of Missouri, and the University of Southern Florida. None of these certificates are offered in a Communication Disorders program and are not targeted at Speech-Language Pathology students. The new certificate in the Speech and Hearing Science (SHS) department will provide students with the specific knowledge and skills in speech and language to be able to provide culturally responsive services to a variety of children and families of various cultural and linguistic backgrounds.

Relationship to existing programs at ASU:

The SHS department offers a Bilingual Emphasis specialization in the MS in Communication Disorders degree program. This new certificate will replace the bilingual emphasis and provide a bilingual endorsement to those that pass a Spanish language proficiency exam and pass a clinical internship in a bilingual setting. All MS students complete internships but students seeking the bilingual endorsement would be placed in bilingual settings.

2. ADMINISTRATION AND RESOURCES

A. Administration

How will the proposed certificate be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed certificate is part of a larger interdisciplinary agenda. How will the graduate support staffing needs for this proposed certificate program be met?

Administration: The certificate will be coordinated and administered by Nancy Scherer, M. Adelaida Restrepo, and Augusta Helms Tillery in the Speech and Hearing Science department.



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Admissions, advisement and retention: Applications will be submitted through the regular ASU certificate admission process and will be reviewed by Nancy Scherer, M. Adelaida Restrepo, and Augusta Helms Tillery in the Speech and Hearing Sciences program. The recruitment approach will have four components: (a) use the recruitment protocol at the Department and College levels to provide local community colleges, high schools and Speech and Hearing Science bachelor programs in AZ with announcements about the certificate program and funding; (b) advertise through social media and national organizations and colleagues; (c) provide specific information about the certificate program and funding on our department website and at information sessions we hold for prospective applicants; and (d) provide opportunities for interested individuals to visit the clinics and research labs, interview program personnel, and interact with students currently in the program. The Department currently has an OSEP federal training grant for 10 students in the MS program; the certificate program will be available to all students in the MS program.

Graduate Support Staffing Needs: Established SHS department resources will be fully integrated for the new certificate to support students. They include: (a) full-time College and SHS department advisors and faculty to facilitate their progress through the professional program, (b) ASU faculty traveling to the partner community sites and school districts in the first year of the program to supervise on-site internships in order to increase CLD experiences and providing services to multilingual populations with a bilingual supervisor, (c) mentorship in the clinical internship with a pre-screened supervisor who is American Speech-Language-Hearing Association (ASHA) certified, has at least 3 years' experience in the field working with CLD populations, and has experience supervising students with CLD experiences in the second year, and (d) coursework that addresses best practices in CLD populations taught by tenured, tenure-track faculty and full-time clinical faculty with CLD expertise in the areas of early intervention, preschool and school aged assessment and intervention, literacy and language development, speech sound disorders, hearing impairment, and multilingual and multicultural issues in speech-language.

B. Resource requirements needed to launch and sustain the program

Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc. If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate program.

The courses and clinical experiences in the certificate are part of the regular class offerings in the MS in Communication Disorders and are staffed by departmental faculty. Additional resources are available through a Department of Education training grant for five years (Preparing Intervention Specialists for Multilingual/Multicultural Settings (PrISMS), 2016-2021); we will reapply for the grant to be continued after that time. For students accepted to the PrISMS project, funding is provided through 2016 Personnel Development to Improve Services and Results for Children with Disabilities - Personnel Preparation in Special Education, Early Intervention, and Related Services Focus Area C: Preparing Personnel to Provide Related Services to Children, Including Infants and Toddlers, with Disabilities (CFDA # 84.325K) by US Department of Education, April 26, 2016. Thirty students will be provided funding for the duration of the project.

An additional part-time multilingual clinical faculty supervisor will be needed and funded through the grant. This clinical supervisor will assist the program in establishing additional clinical placements for internship experiences with children who are CLD

C. Projected Enrollment:

How many new students do you anticipate enrolling in this program each year for the next three years?



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3-YEAR PROJECTED ANNUAL ENROLLMENT			
Please utilize the following tabular format	1st Year	2nd Year (Yr. 1 continuing + new entering)	3rd Year (Yr. 1 & 2 continuing + new entering)
Number of students in certificate (Headcount)	20	40	40 (Students are encouraged to finish the degree in 2 years/6 semesters. This number reflects new + 2 nd year continuing)

3. STUDENT LEARNING OUTCOMES AND ASSESSMENT

- A. List the knowledge, competencies and skills** students should have attained by graduation from the proposed degree program. (Examples of program Learning Outcomes can be found at <https://uoeee.asu.edu/>. Go to the Assessment accordion dropdown and select Assessment Plan to view sample outcomes.)

Students earning a Certificate in Communication Disorders in Multilingual/Multicultural Populations will:

1. Demonstrate the ability to identify and describe language and cultural factors that influence communication characteristics and views on disability.
2. Demonstrate competence in cross-linguistic knowledge systems (e.g., morphology, syntax, phonology) and describe language acquisition across multilingual/multicultural contexts.
3. Demonstrate competence in assessments and interventions appropriate for individuals with communication disorders across multilingual/multicultural contexts.

- B. Describe the plans and methods to assess** whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes listed above. Please list measures and scales for each outcome. (You can find examples of assessment methods at <https://uoeee.asu.edu/>. Go to the Assessment accordion dropdown and select Assessment Plan to view sample measures.)

Outcome 1: Demonstrate the ability to identify and understand language and cultural factors that influence communication characteristics and views on disability.

Measure 1: 75% of students will complete the cumulative final exam in the course, SHS 570 Communication Disorders and Multicultural Populations, with a grade of “B” or higher.

Measure 2: 75% students will complete an online module on Parent Training with Culturally/ Linguistically Appropriate Techniques and will pass the included assessment with a score of 75% or higher.

Outcome 2: Demonstrate competence in cross-linguistic knowledge systems (e.g., morphology, syntax, phonology) and describe language acquisition across multilingual/multicultural contexts.

Measure 1: 75% of students will complete the cumulative final exam in the course “SHS 588 Spanish Language Acquisition” with a grade of “B” or higher.

Measure 2: On a 5-point scale of “5=Excellent”, “4=Good,” “3=Adequate,” “2=Low,” and “1=little or none,” at least 75% students will select “Excellent” or “Good” to the following question:

How would you rate your knowledge of morphology, syntax, and phonology in another language (other than English)?



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How would you rate your knowledge of language acquisition in another language or culture (other than English or in the United States)?

Outcome 3: Demonstrate competence in assessments and interventions appropriate for individuals with communication disorders across multilingual/multicultural contexts.

Measure 1: 80% of students will complete their multilingual multicultural clinical internship (SHS 584: Internship in Multilingual Multicultural Settings) with a performance rating of 3.0 or better on a 4-point scale, as assessed by their clinical internship supervisor.

Measure 2: 75% of students will complete a case study project in the course, SHS 597: Bilingual Speech Language Pathology, with a grade of "B" or better.

4. ACADEMIC REQUIREMENTS

A. Minimum credit hours required for certificate (15 credit hour minimum)

15

B. As applicable, please describe culminating experience if required (e.g., applied project, portfolio, capstone course, etc.)

A written portfolio in multicultural populations is the culminating experience for the certificate. This is an applied, community-based project that will build depth of knowledge resulting in a paper that the students must present to the academic unit. Students will be able to select from different options to conduct their research for their portfolio. They may conduct a faculty directed research project related to CLD children, or (2) conduct their research with an interprofessional experience developing resources that address the needs of multilingual multicultural children and their families in one of our partner schools/agencies. Additional research opportunities may be available with approval of the academic unit. The written portfolio will be presented by the end of the second academic year at the departmental research day. All students earning the certificate will be required to complete one of these clinical experiences.

C. Please state the satisfactory student academic progress standards and guidelines (including any time limits for completion). All coursework used to complete an ASU graduate certificate must be completed within a six-year time limit, maintaining continuous enrollment.

Students completing the certificate will be assessed through current course and clinical internship evaluations. The SHS department is accredited by the American Speech-Language-Hearing Association that has specific competency standards for successful completion of course and clinical internship. SLP students must maintain a grade of B or better in all coursework and clinical placements to progress through the certificate program. Students will be encouraged to complete the certificate program within three years of admission.

Students who are fluent in Spanish and English can obtain a bilingual endorsement with their certificate if they earn a score of at least 70% (a passing score) on the Arizona Classroom Teacher Spanish Proficiency Examination administered through SILC (see silc.asu.edu/learning-support-services/placement-testing/az-spanish-proficiency). This exam is "required of individuals who are bilingual classroom teachers, bilingual resource teachers, bilingual specialists or otherwise responsible for providing bilingual instruction" (see website).

D. Will this proposed certificate program allow sharing of credit hours from another ASU degree program to be used as part of this certificate program? (Please note that a maximum of 12 graduate-level credit hours taken as a non-degree student at ASU, including as a part of a certificate program, may be used towards a future graduate degree at ASU. No more than 40% of coursework towards the requirements of a graduate certificate can be completed prior to admission to the certificate program.)

Yes. Up to 12 graduate-level credit hours



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E. Below, please list all required and elective courses in the appropriate boxes (you may attach additional pages if necessary).

Please ensure that all *new core* course proposals have been submitted to the Provost's office through the Curriculum ChangeMaker online course proposal submission system before this initiative is put on the University Graduate Council and CAPC agendas.

Note: a minimum of 2/3 of the courses required for a graduate certificate must be at the 500-level or above.

Required Core Courses for the Certificate			
Prefix and Number	Course Title	New Course?	Credit Hours
SHS 570	Communication Disorders and Multicultural Populations	No	2
SHS 588	Spanish Language Acquisition	No	3
SHS 597	Bilingual Speech Language Pathology	No	2
SHS 524	Counseling in Communication Disorders	No	2
SHS 583	Language Essentials for Teaching Reading	Yes	2
<i>Section sub-total:</i>			11
Culminating Experience (if applicable)			Credit Hours
<i>E.g. – Capstone course, portfolio, written comprehensive exam or applied project</i>			
Written Portfolio			0
<i>Section sub-total:</i>			0
Other Requirements			Credit Hours
<i>E.g. – internships, clinical requirements, field studies, foreign language exam as applicable</i>			
SHS 584 Clinical Internship			4
The Arizona Classroom Teacher Spanish Proficiency Examination (only for those students who wish to obtain the “bilingual endorsement” for the certificate)			0
Online module on Parent Training with Culturally/ Linguistically Appropriate Techniques			0
<i>Section sub-total:</i>			4
Total required credit hours			15

1. List all required core courses and total credit hours for the core (required courses other than internships, capstone course, etc.).
2. Omnibus numbered courses cannot be used as core courses.
3. Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval.

F. Current Faculty: Complete the table below for all current faculty members who will teach in the program.

Name	Rank	Highest Degree	Area of Specialization/Expertise	Estimated Level of Involvement
Nancy J. Scherer	Professor and Chair	PhD	cranio facial anomalies in children	25%
Augusta Helms Tillery	Clinical Assistant Professor	PhD	hearing impairment	25%



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M. Adelaida Restrepo	Professor	PhD	bilingual language assesement and intervention	20%
Kelly Ingram	Clinical Professor	MS	augmentative communication	5%
Catherine Bacon	Clinical Professor	MA	children with disabilities	5%
Jean Brown	Clinical Professor	PhD	multicultural issues, clinical supervisor	10%
Maria Dixon	Clinical Associate Professor	MA	multicultural and bilingual issues, clinical supervisor	10%

5. COURSES

A. New Courses Required for Proposed Certificate: Provide course prefix, number, title, credit hours and brief description for any new courses required for this certificate program.

SHS 583 Language Essentials for Teaching Reading (2) - This course focuses on the fundamentals of literacy instruction and assessment in children enrolled in preschool through high school. Although speech-language pathologists (SLPs) are not the primary reading teachers for students, they play an important role in improving learning in all areas of language, both oral and written.

6. REQUIRED SUPPORTING DOCUMENTS

(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Please include the following with your proposal:

- A.** Statements of support from all deans
- B.** Impact statements of heads of impacted academic units (programs with similar names/content, utilizing courses, faculty, etc.)



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APPENDIX I

OPERATIONAL INFORMATION FOR GRADUATE CERTIFICATES

(This information is used to populate the [Graduate Programs Search](#) website.)

1. **Proposed name of certificate:** Communication Disorders in Multilingual/Multicultural Populations

2. **Marketing description** *(Optional - 50 words maximum. The marketing description should not repeat content found in the program description.)*

This certificate will train speech-language pathologists to work with culturally and linguistically diverse children with different communication disorders in a variety of contexts, using the latest evidence-based practices in assessment and intervention and in collaboration with their families.

3. **Provide a brief program description** *(Catalog type (i.e. will appear in Degree Search) – no more than 150 words. Do not include any admission or curriculum information)*

The Communication Disorders in Multilingual/Multicultural Populations certificate provides expanded coursework on working with adults, children and families who are culturally and linguistically diverse (CLD), enhanced academic classes, clinical experience in authentic community-based settings, and engagement in community-centered, interprofessional projects. Students earning the certificate will have the knowledge and practical experience to effectively address the needs of culturally and linguistically diverse adults, children and families.

4. **Delivery/Campus Information Options:** On-campus only (ground courses and iCourses)

5. **Campus(es) where program will be offered:**

ASU Online curriculum consists of courses that have no face-to-face content. iCourses are online courses for students in on-campus programs. iCourses may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content

Note: Office of the Provost approval is needed for ASU Online campus options.

ASU Online only (all courses online and managed by ASU Online)

All other campus or location options (please select all that apply):

Downtown Phoenix Polytechnic Tempe West Other: _____

Both on-campus and ASU Online* - (check applicable campus(es) from options listed above)

**Note: Once students elect a campus or Online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process*

If the certificate program is ground only, it will only be open to international students who are already enrolled in a degree program at ASU and they must complete the certificate before the degree is awarded. If this certificate is ground only, please indicate this in the additional application information below.

6. **Admission Requirements**

An applicant must fulfill the requirements of both the Graduate College and the College of Health Solutions.

Applicants are eligible to apply to the certificate program if they are enrolled in the MS in communication disorders at ASU.



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Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's degree program.

Applicants are required to submit:

1. graduate admission application and application fee
2. official transcripts
3. three letters of recommendation
4. GRE scores
5. letter of intent/written statement
6. proof of English proficiency

Additional Application Information

Applicants whose native language is not English (regardless of current residency) must provide proof of English proficiency.

International students who need an F1 or J1 visa will first need to apply to and be accepted into a graduate degree program prior to being considered for the certificate program. International students residing in the USA on other types of visas must adhere to all Graduate College policies and procedures regarding admission be considered for admission to this certificate program.

Candidates who have undergraduate deficiencies may need to take required prerequisite courses.

7. Application Review Terms (if applicable session):

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.

Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
<input checked="" type="checkbox"/> Fall (regular) <input type="checkbox"/> Session B	(year): 2018 (year):	July 1st October 1st
<input type="checkbox"/> Spring (regular) <input type="checkbox"/> Session B	(year): (year):	December 1st February 8th
<input type="checkbox"/> Summer (regular) <input type="checkbox"/> Summer B	(year): (year):	May 14th May 14th
<p><i>Note: Session B is only available for approved online programs.</i></p>		

Program admission deadlines website address: <https://chs.asu.edu/programs/schools/department-speech-and-hearing-science/programs>

8. Curricular Requirements:



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Curricular Structure Breakdown for the Academic Catalog: (To be completed by the Graduate College)

Required Core (11 credit hours)

- SHS 524 Counseling in Communication Disorders (2)
- SHS 570 Communication Disorders and Multicultural Populations (2)
- SHS 583 Language Essentials for Teaching Reading (2)
- SHS 588 Spanish Language Acquisition (3)
- SHS 597 Bilingual Speech Language Pathology (2)

Other Requirement (4 credit hours)

- SHS 584 Clinical Internship (4)

Culminating Experience (0 credit hours)

- Portfolio (0)

Additional Curriculum Information

A written portfolio in multicultural populations is the culminating experience for the certificate. This is an applied, community-based project that will build depth of knowledge resulting in a paper that the students must present to the academic unit. Students should discuss research opportunities with their academic advisor for their portfolio.

As part of the certificate requirements, students must also complete an online module on Parent Training with Culturally/Linguistically Appropriate Techniques.

Students who wish to obtain a bilingual endorsement must complete The Arizona Classroom Teacher Spanish Proficiency Examination administered by the School of International Letters and Cultures.

9. **Keywords:** List all keywords that could be used to search for this certificate. Keywords should be specific to the proposed certificate – limit 10 keywords.

Multicultural Speech-Language Pathology, Multilingual, Multilingualism, Linguistic Diversity, Bilingualism, Bilingual, English-Language Learners, Multicultural Competence

10. Area(s) of Interest

- A. Select **one (1)** primary area of interest from the list below that applies to this program.

- | | |
|---|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input checked="" type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

- B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input checked="" type="checkbox"/> Social and Behavioral Sciences |



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- [Health & Wellness](#)
 [Humanities](#)

- [Sustainability](#)

11. Contact and Support Information:

Office Location - Building Code & Room: (Search ASU map)	COOR 2211
Campus Telephone Number: (may not be an individual's number)	480-965-2374
Program Email Address: (may not be an individual's email)	shsgrad@asu.edu
Program Website Address: (if one is not yet created, use unit website until one can be established)	https://chs.asu.edu/programs/schools/department-speech-and-hearing-science/programs
Program Director (Name):	Nancy Scherer
Program Director (ASURITE):	nscherer
Program Support Staff (Name):	Kimberly Doney
Program Support Staff (ASURITE):	kdoney
Admissions Contact (Name):	Augusta Helms Tillery
Admissions Contact (ASURITE):	ahelms

12. Application and iPOS Recommendations: List the Faculty and Staff that will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

NAME	ASURITE	ADMSN	POS
Nancy Scherer	nscherer	Yes	Yes
Kimberly Doney	kdoney	Yes	Yes
Augusta Helms Tillery	ahelms	Yes	Yes



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APPENDIX II

Letters of Support

College of Health Solutions – Official Submission

From: Kate Lehman
Sent: Wednesday, December 20, 2017 8:28 AM
To: Curriculum Planning <CurriculumPlanning@exchange.asu.edu>
Subject: proposal of approved graduate certificate

Hello:

Here is the proposal for the Communications Disorders in Multilingual/Multicultural Populations graduate certificate.

Sincerely,

Kate Lehman

Senior Director, Academic Affairs and Innovation

550 North 3rd Street | Mail Code 9020 | Phoenix, AZ 85004

Work: 602.496.0241 | Fax: 602.496.0544 | Kate.Lehman@asu.edu

<https://chs.asu.edu>



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School of International Letters and Cultures – Support

From: Nina Berman
Sent: Thursday, September 29, 2016 9:37 PM
To: Nancy Scherer
Cc: Laida Restrepo; Jenna Roelle
Subject: RE: Grad Multilingual Multicultural certificate in SHS
Attachments: image001.png

Dear Nancy,
my colleagues and I reviewed the proposal, and we don't see issues of overlap. Great certificate!

All best wishes,
Nina

Nina Berman, Director
School of International Letters and Cultures Arizona State University Languages & Literatures Building (LL 440)
851 S. Cady Mall; PO Box 870202
Tempe, AZ 85287-0202
<https://silc.asu.edu>
<http://ninaaberman.wordpress.com/>

From: Nancy Scherer
Sent: Wednesday, September 28, 2016 10:31 AM
To: Nina Berman
Cc: Laida Restrepo; Jenna Roelle
Subject: Grad Multilingual Multicultural certificate in SHS

Nina
We are proposing a multilingual multicultural certificate for students in our Masters in Communication Disorders program. Could you review and let me know if see any overlap or issues relative to your own certificates? Thanks Nancy

Nancy J Scherer, Ph.D., CCC, ASHA Fellow Professor and Chair Speech and Hearing Science Barrett Honors Faculty
[cid:image001.png@01CF854E.7C8A3790]
Coor Hall, 975 S. Myrtle Ave. | Tempe, AZ 85287
Work: 480.965.2905 | Fax: 480.965.8516
Nancy.Scherer@asu.edu<mailto:Nancy.Scherer@asu.edu> / <https://shs.asu.edu><<https://shs.asu.edu>>



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

College of Integrative Sciences and Arts – Support

From: Duane Roen
Sent: Wednesday, January 24, 2018 1:16 PM
To: Jenna Roelle; Nancy Scherer; Casey Self
Subject: RE: Proposed graduate certificate in SHS

Jenna and Nancy,

CISA is delighted to support your proposal for a multilingual/multicultural communication certificate. It looks very interesting.

Please let us know if we can do anything else.

Best,
Duane

Duane Roen
Vice Provost, Polytechnic campus
Dean, College of Integrative Sciences and Arts Dean,
University College
Arizona State University
Mail Code: 2780
7271 E Sonoran Arroyo Mall Mesa, AZ
85212-
P: 480-727-6513

From: Jenna Roelle **On Behalf Of** Nancy Scherer
Sent: Wednesday, January 24, 2018 12:43 PM
To: Duane Roen <Duane.Roen@asu.edu>; Casey Self <Casey.Self@asu.edu>
Cc: Nancy Scherer <Nancy.Scherer@asu.edu>; Jenna Roelle <Jenna.Roelle@asu.edu>
Subject: Proposed graduate certificate in SHS

Dear Duane and Casey,
We are proposing a multilingual/multicultural communication certificate for students in our Masters in Communication Disorders program. Could you review and let me know if you see any overlap or issues relative to your own degree programs? We did already obtain a support statement from Barbara Lafford as the Faculty Head for Languages and Cultures, but the Graduate College has asked us to seek support from CISA more broadly.

Thanks,
Nancy

Nancy J Scherer, Ph.D., CCC, ASHA Fellow
Professor and Chair
Speech and Hearing Science
Barrett Honors Faculty



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

Languages and Cultures, College of Integrative Sciences and Arts – Support

From: Barbara Lafford <BLafford@asu.edu>
Date: Thursday, September 29, 2016 at 9:00 AM
To: Nancy Scherer <Nancy.Scherer@asu.edu>, "Barbara.Lafford@asu.edu" <Barbara.Lafford@asu.edu>
Subject: RE: Grad multilingual multicultural certificate in SHS

Dear Nancy, I certainly have no objections to this certificate. It will help many multilingual/multicultural members of our community get the help they need. It actually complements our undergraduate Spanish for the Professions minor/certificate downtown.

Are these courses available for other graduate students to take? I am thinking of my graduate students in SILC in applied linguistics who may be looking for electives.

Best regards,

Barbara A. Lafford,
Ph.D.
Professor of Spanish
Faculty Head, Languages & Cultures
College of Integrative Sciences & Arts
Arizona State University
Mailcode 0520
455 N. 3rd St. Suite 380
Phoenix, AZ 85004
Office Phone: (602) 496-0623

From: Nancy Scherer [mailto:Nancy.Scherer@asu.edu]
Sent: Wednesday, September 28, 2016 10:44 AM
To: Barbara.Lafford@asu.edu
Subject: Grad multilingual multicultural certificate in SHS

Barbara

We are proposing a multilingual multicultural certificate for students in our Masters in Communication Disorders program. Could you review and let me know if see any overlap or issues relative to your own certificates? Thanks Nancy

Nancy J Scherer, Ph.D., CCC, ASHA Fellow
Professor and Chair
Speech and Hearing Science
Barrett Honors Faculty
Coor Hall, 975 S. Myrtle Ave. | Tempe, AZ 85287
Work: 480.965.2905 | Fax: 480.965.8516
Nancy.Scherer@asu.edu / <https://shs.asu.edu>



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

Mary Lou Fulton Teachers College – Support

From: Sherman Dorn
Sent: Wednesday, January 24, 2018 2:10 PM
To: Nancy Scherer
Cc: Jenna Roelle
Subject: RE: Proposed graduate certificate in SHS

Dear Nancy,

This seems like a great opportunity for some students; I see no overlap with my division's programs, and I look forward to seeing this operational.

Sherman

Yours truly,

Sherman Dorn

Professor and Director, Educational Leadership and Innovation

Arizona State University

Mary Lou Fulton Teachers College

P.O. Box 37100, Phoenix, AZ 85069-7100

O: 602-543-6379 | sherman.dorn@asu.edu

creating knowledge, mobilizing people and taking action to improve education

From: Jenna Roelle **On Behalf Of** Nancy Scherer
Sent: Wednesday, January 24, 2018 12:33 PM
To: Sherman Dorn <Sherman.Dorn@asu.edu>
Cc: Nancy Scherer <Nancy.Scherer@asu.edu>; Jenna Roelle <Jenna.Roelle@asu.edu>
Subject: Proposed graduate certificate in SHS

Dear Sherman,

We are proposing a multilingual/multicultural communication certificate for students in our Masters in Communication Disorders program. Could you review and let me know if see any overlap or issues relative to your own degree programs?

Thanks,
Nancy

Nancy J Scherer, Ph.D., CCC, ASHA Fellow

Professor and Chair

Speech and Hearing Science

Barrett Honors Faculty



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

School of Social and Behavioral Sciences – Support

From: Scott Barclay
Sent: Wednesday, January 31, 2018 11:59 AM
To: Jenna Roelle
Cc: Patricia Friedrich; Scott Barclay; Jeffrey Kassing
Subject: FW: Proposed graduate certificate in SHS
Attachments: MMC revised proposal_01.22.2018.docx

Jenna,

The School of Social and Behavioral Sciences in the New College of Interdisciplinary Arts and Sciences is supportive of the development and implementation of the proposed graduate certificate in multilingual/multicultural communication for students in the Masters in Communication Disorders program at the College of Health Solutions. We identify no negative impact on our current courses from the proposed certificate.

Scott Barclay

Scott Barclay
Director and Professor
School of Social and Behavioral Sciences

From: Jenna Roelle <Jenna.Roelle@asu.edu>
Date: Tuesday, January 30, 2018 at 8:58 AM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>, Tosha Ruggles <tosha.ruggles@asu.edu>
Subject: FW: Proposed graduate certificate in SHS

Dear Patty,

Thank you for your quick response to our Master's proposal. I wanted to also follow up with you on the attached graduate certificate proposal in multilingual/multicultural communication certificate for students in our Masters in Communication Disorders program. Could you let us know if you have any objection to this proposal as well?

Thank you!
Jenna



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

College of Liberal Arts and Sciences – Support

Statement from T. Denny Sanford School of Social and Family Dynamics

From: Kenro Kusumi
Sent: Thursday, February 01, 2018 8:39 AM
To: Jenna Roelle; Nancy Scherer
Cc: Kyle Rader
Subject: Re: Proposed graduate certificate in SHS
Attachments: Response to SHS Graduate Proposal[2].docx

Dear Jenna and Nancy,

On behalf of the College of Liberal Arts and Sciences, our evaluation of the proposed graduate certificate in SHS is as follows:

- Dept. of English – attached document
- T. Denny Sanford School of Social and Family Dynamics
 - I have reviewed this proposal. I have no concerns about impact on our program, and would like to indicate SSFD's support. I agree that it is a much needed training opportunity.

Thank you for your patience as we surveyed our units, and we wish you the best of luck in the launch of your program.

Sincerely,

Kenro Kusumi

--

Kenro Kusumi

Associate Dean of Research and Graduate Initiatives

Professor, School of Life Sciences

Arizona State University

Office of the Dean

College of Liberal Arts & Sciences

P.O. Box 876505

300 E. University Ave., Suite 145

Tempe, Arizona 85287-6505

P: 480.727.0530 | F: 480.965.1093



**PROPOSAL TO ESTABLISH A NEW GRADUATE
CERTIFICATE**

Statement from the Department of English

TO: Kenro Kusumi, Associate Dean of Academic Affairs, CLAS
FROM: Karen Adams, Director of Graduate Studies, Department of English
RE: Proposal for a Graduate Certificate in Communication Disorders in
Multilingual/Multicultural Populations

January 31, 2018

I am writing in support of the graduate certificate proposal from the Speech and Hearing Science Department in the College of Health Solutions. The certificate's goal, to provide culturally responsive services to CLD (culturally and linguistically diverse) individuals with communication disorders, is a laudible one and promises to be an enhanced set of offerings designed to replace the current Bilingual Emphasis track.

As proposed, none of the courses that are part of the graduate certificate overlap courses or emphases currently offered in in the Linguistics and Applied Linguistics graduate degrees in the Department of English or in other concentrations. Most of the courses are ones that have been offered in the SHS Department previously, some over several years. SHS faculty are represented on the Interdisciplinary Committee on Linguistics and sometimes speak to students in our professional development courses, so there is a good working relationship. The newly proposed course, SHS 583, does cover issues of reading and hence literacies, both of which are topics covered in courses in our WRL (Writing, Rhetorics and Literacies) PhD concentration and in MTESOL courses, for example. However, the emphasis in SHS again does not pose any overlap issues for the course in our unit.



PROPOSAL TO ESTABLISH A NEW GRADUATE CERTIFICATE

College of Nursing and Health Innovation – Support

From: Katherine Kenny
Sent: Monday, January 29, 2018 2:22 PM
To: Nancy Scherer; Susan Draughn
Cc: Jenna Roelle
Subject: RE: Proposed graduate certificate in SHS

Dear Nancy – thank you for asking me to provide an impact statement for a Graduate Certificate in Communication Disorders in Multilingual/Multicultural Populations. I have reviewed the proposal you provided to me and do not see a conflict with other degree programs or certificates offered in CONHI. On behalf of CONHI I support this certificate and wish you all the best as you continue through the ASU approval process. Thank you.

Best,
Kathy

Katherine (Kathy) Kenny, DNP, RN, ANP-BC, FAANP, FAAN
Associate Dean, Academic Affairs
College of Nursing & Health Innovation
Arizona State University
550 N. 3rd Street
Health North - 534
Office: 602-496-1719
Fax: 602-496-0545
Katherine.kenny@asu.edu

From: Jenna Roelle **On Behalf Of** Nancy Scherer
Sent: Wednesday, January 24, 2018 12:38 PM
To: Katherine Kenny <Katherine.Kenny@asu.edu>; Susan Draughn <Susan.Draughn@asu.edu>
Cc: Nancy Scherer <Nancy.Scherer@asu.edu>; Jenna Roelle <Jenna.Roelle@asu.edu>
Subject: Proposed graduate certificate in SHS

Dear Katherine and Susan,
We are proposing a multilingual/multicultural communication certificate for students in our Masters in Communication Disorders program. Could you review and let me know if you see any overlap or issues relative to your own degree programs?

Thanks,
Nancy

(NEW GRADUATE INITIATIVES)**PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals. Please see the academic strategic plan website at: <https://provost.asu.edu/curriculum-development>.

Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: courses@asu.edu

Prepare the applicable proposal template and operational appendix for the proposed initiative.

Obtain letters or memos of support or collaboration (if applicable).

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request
- if the program will have an online delivery option support will be required from the Provost's office and ASU Online. *(Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request.)*

Obtain the internal reviews/approvals of the academic unit.

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations

All new graduate programs require specific processes and procedures to maintain a successful program. Below are items that Graduate College strongly recommends that academic units establish after the program is approved for implementation.

Establish satisfactory academic progress policies, processes and guidelines – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

Establish a Graduate Student Handbook for the new degree program – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate Policies and Procedures.