

Term Information

Effective Term Autumn 2025

General Information

Course Bulletin Listing/Subject Area Speech and Hearing Science
Fiscal Unit/Academic Org Speech & Hearing - D0799
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7550
Course Title Bilingual Assessment and Intervention in Speech-Language Pathology
Transcript Abbreviation Bilingual SLP
Course Description This course will address best practices for conducting appropriate, least-biased assessment and intervention with bilingual populations. We will examine topics covering the assessment, diagnosis, and treatment of speech (phonology; fluency) and language (morphosyntax; semantics) skills distributed across two languages.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites none
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.0202
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Demonstrate knowledge of typical bilingual development, including language characteristics frequently observed in bilingual learners
- 2. Collect information about various cultural and linguistic differences to compare/contrast with mainstream cultures and dialects
- 3. Discuss appropriate considerations for assessing culturally and linguistically diverse clients, including background history, schooling, language, family, culture, and sociological factors
- 4. Demonstrate considerations for language of intervention and appropriate intervention strategies that can be used with culturally and linguistically diverse clients
- 5. Develop skills necessary to independently analyze and interpret assessment data to develop intervention goals that are linguistically appropriate and (if appropriate) curriculum-based
- 6. Explain how to evaluate progress and treatment efficacy
- 7. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with culturally and linguistically diverse backgrounds

Content Topic List

- bilingual development
cultural and linguistic differences
bilingual assessment and treatment principles in SLP
analysis of bilingual learners
ethics of bilingual assessment and treatment in SLP

Sought Concurrence

No

Attachments

- Bilingual Assessment and Intervention Syllabus_final.docx: new syllabus
(Syllabus. Owner: Brello, Jennifer)
- Bilingual Assessment and Intervention Syllabus_final.docx: Syllabus with ASC ODE revisions
(Syllabus. Owner: Bielefeld, Eric Charles)
- ASC-distance-approval-cover-sheet-fillable_bilingual_feedback (1).pdf: ASC ODE signed cover sheet
(Cover Letter. Owner: Bielefeld, Eric Charles)
- SPHHRNG 7550 Concurrence SPPO.pdf: OPPO concurrence
(Concurrence. Owner: Brello, Jennifer)
- Bilingual Assessment and Intervention Syllabus_final (1).docx: syllabus with changes per ASCCAO
(Syllabus. Owner: Brello, Jennifer)
- syllabus changes.docx: recommendations
(Other Supporting Documentation. Owner: Brello, Jennifer)

Comments

- Please see Subcommittee feedback email sent 4/7/25. *(by Neff,Jennifer on 04/07/2025 08:37 AM)*
- Please request concurrences from (1) the Center for Language, Literatures and Cultures (they do a lot of work with intercultural competency, bilingualism etc) and (2) the Dept of Spanish and Portuguese. *(by Vankeerbergen,Bernadette Chantal on 01/07/2025 08:14 AM)*
- Revised syllabus and cover sheet from ASC ODE are now attached. Please note that ASC ODE had a question about student Q&A sessions from the syllabus. The syllabus was revised to make it clear that the Q&A sessions will be run asynchronously, so the entire course is indeed asynchronous. *(by Bielefeld,Eric Charles on 12/13/2024 09:01 AM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Brello,Jennifer | 09/26/2024 12:12 PM | Submitted for Approval |
| Approved | Bielefeld,Eric Charles | 09/26/2024 12:16 PM | Unit Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 10/01/2024 03:58 PM | College Approval |
| Submitted | Bielefeld,Eric Charles | 12/13/2024 09:01 AM | Submitted for Approval |
| Approved | Bielefeld,Eric Charles | 12/13/2024 09:02 AM | Unit Approval |
| Revision Requested | Vankeerbergen,Bernadette Chantal | 01/07/2025 08:14 AM | College Approval |
| Submitted | Brello,Jennifer | 03/08/2025 08:18 AM | Submitted for Approval |
| Approved | Bielefeld,Eric Charles | 03/08/2025 10:45 AM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 03/25/2025 01:04 PM | College Approval |
| Revision Requested | Neff,Jennifer | 04/07/2025 08:37 AM | ASCCAO Approval |
| Submitted | Brello,Jennifer | 04/16/2025 01:44 PM | Submitted for Approval |
| Approved | Bielefeld,Eric Charles | 04/16/2025 06:45 PM | Unit Approval |
| Approved | Vankeerbergen,Bernadette Chantal | 04/17/2025 09:53 AM | College Approval |
| Pending Approval | Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea | 04/17/2025 09:53 AM | ASCCAO Approval |

Thank you for taking the time to review this syllabus. Your feedback is invaluable in ensuring our course materials are comprehensive, accessible, and aligned with departmental objectives. Below are the ways each of the contingencies and recommendations were addressed.

- **Contingency:** The Subcommittee is concerned regarding the integration of [Regular Substantive Interaction \(RSI\)](#) in this advanced, distance learning course. To ensure that there is meaningful interaction taking place between students and the instructor and to provide a better idea of the instructor's presence in the course, the Subcommittee requests additional information regarding the lectures, specifically the number/frequency of lectures provided throughout the course as well as their overall structure.
 - Added lecture information under the section "Mode of delivery" (pg. 3)
- **Contingency:** The Subcommittee notes that, per the Distance Learning Cover Sheet, there is expected to be a significant amount of discussion taking place in the course. However, this is not fully reflected in the syllabus. The Subcommittee requests that the department include details in the syllabus on how discussions will be incorporated throughout the course in order to provide a stronger sense of the collaborative elements.
 - Seven of the 8 assignments will require an asynchronous discussion among students and instructor as well as 1 of the 2 projects in the course. Initial post (250-350 words responding to prompt); Peer responses (minimum of 2 substantive responses (100+ words each)) Discussion boards will remain active for 14 days with initial posts due on the day the assignments and lab are due. Added discussion information on assignments where it will be required (pgs. 7-8)
- **Recommendation:** The Subcommittee offers the friendly recommendation that giving students until Sunday to submit their work perhaps aligns better with practices in online course design, as it provides them with greater flexibility. [Syllabus p. 6]
 - Changed to Sunday
- **Recommendation:** Due to the recent renaming of the Office of Institutional Equity to the [Office of Civil Rights Compliance](#), the reviewing faculty recommend that the

departments update the links in the Title IX and Religious Accommodations statements. [Syllabus pp. 18-19]

- Updated name, links, and Religious Accommodations statements
- *Recommendation:* Due to the recent closure of the Student Life Center for Belonging and Social Change (formerly the Multi-Cultural Center), the reviewing faculty recommend removing the link to their website from the syllabus. [Syllabus p. 19]
 - Removed link
- *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Student Life Disability Services Statement in the syllabus. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus p. 20]
 - Updated SLDS statement
- *Recommendation:* The Subcommittee notes that the syllabus contains two different diversity statements, one on page 17 and one on page 19. If the department wishes to include a diversity statement in the syllabus, the Subcommittee recommends that they remove one of the statements and revise the remaining one to align with the language of the most recent version of the university's diversity statement. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 17, 19]
 - updated
- *Recommendation:* The Subcommittee recommends that the department use the most recent version of the mental health statement if they wish to keep it in the syllabus. The statement was updated to include the new Suicide and Crisis Lifeline number. The updated statement can be found in an easy to copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). [Syllabus pp. 19-20]
 - updated

Bilingual Assessment and Intervention in Speech-Language Pathology

SPHHRNG 7550 - Autumn 2025

Course Information

- **Course times and location:** Course content will be provided to students via CarmenCanvas on a module weekly basis. Weekly course content will be made available on Monday mornings. The course project will open at least one month before the due date. There are no required meetings, besides office hours as necessary. Weekly office hours are included under Instructor information.
- **Credit hours:** 3 credit hours
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Jissel Anaya, Ph.D., CCC-SLP
- **Email:** anaya.27@osu.edu
- **Office location:** Pressey Hall Office 101A
- **Office hours:** Thursdays 3:00-4:00PM on Zoom
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

This course will address best practices for conducting appropriate, least-biased assessment and intervention with bilingual populations. We will examine topics covering the assessment, diagnosis, and treatment of speech (phonology; fluency) and language (morphosyntax; semantics) skills distributed across two languages. We will also explore issues pertinent to bilingual clinical service delivery including federal mandates, working with interpreters, cultural sensitivity with multicultural populations (adults, children, and their caregivers), consideration



of dialectal variation, non-standardized assessment and intervention approaches, ongoing assessment during intervention, writing bilingual intervention goals that are measurable, advocating for bilingual families, and working through clinical scenarios. The course will primarily focus on bilingual speech-language assessment and intervention with Spanish-speaking bilinguals. However, the underlying core clinical principles and approaches apply to bilinguals that speak languages other than Spanish and English.

This course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language-Pathology. The specific standard addressed in this course is 3.0B, including 3.1B, 3.2B, and 3.3B.

Learning Outcomes

By the end of this course, students should successfully be able to:

1. Demonstrate knowledge of typical bilingual development, including language characteristics frequently observed in bilingual learners (3.0B)
2. Collect information about various cultural and linguistic differences to compare/contrast with mainstream cultures and dialects (3.0B)
3. Discuss appropriate considerations for assessing culturally and linguistically diverse clients, including background history, schooling, language, family, culture, and sociological factors (3.0B)
4. Demonstrate considerations for language of intervention and appropriate intervention strategies that can be used with culturally and linguistically diverse clients (3.0B)
5. Develop skills necessary to independently analyze and interpret assessment data to develop intervention goals that are linguistically appropriate and (if appropriate) curriculum-based (3.0B)
6. Explain how to evaluate progress and treatment efficacy (i.e., progress monitoring) (3.0B)
7. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individuals with culturally and linguistically diverse backgrounds (3.0B)

How This Online Course Works

Mode of delivery: This course is 100% online. Lecture content and homework assignments can be found in CarmenCanvas and can be completed around your own schedule during the week. Two lecture videos will be provided per module/week. Each 1-1.5 hours long. You will submit a Lecture Comprehension Check, which involves answering a series of questions related to the lecture material. Make sure you check the course schedule for all due dates.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

Participating in online activities for attendance: REQUIRED

You are required to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of course content, discuss it with me *as soon as possible*.

Office hours: ENCOURAGED

Because of the nature of this asynchronous course, students are expected to use their due diligence and attend office hours as they deem necessary. If hours are interfering with time because of other courses, please reach out to the instructor.

Class Cancellation: I will follow university guidance for cancelling classes based on inclement weather. In the event a class is cancelled due to an emergency, and a lecture has not been recorded, an announcement will be posted on CarmenCanvas detailing work that is required to be completed before the next class date.



Course Materials, Fees and Technologies

Required Materials and/or Technologies

There is no required textbook for this course. Readings will be provided on CarmenCanvas.

Required Equipment

Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.

Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

[Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

Basic computer and web-browsing skills

[Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)

[CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)



[Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide)
(go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu



Grading and Faculty Response

How Your Grade is Calculated

| Assignment Category | Percentage Equivalent |
|--|-----------------------|
| Reading and Lecture Comprehension Checks (6 total) | 30% |
| Assignments (8 total) | 30% |
| Project 1: Bilingual Tutorial | 20% |
| Project 2: Clinical Binder | 20% |
| Total | 100% |

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Reading and Lecture Comprehension Checks

Description: There are 6 total Reading and Lecture Comprehension Checks throughout the semester. They will be multiple choice and short answer, and you will have 60 minutes to complete them once you sign in. It is expected that you will have reviewed the material prior to beginning them, because timing does not allow you sufficient time to look up every question and/or formulate responses to short answer questions if you are not familiar with the content. These checks will cover content from the assigned readings, lectures, and any content posted on Carmen. They will cover approximately 2 weeks of content, but it may be necessary to incorporate prior knowledge as well. You may use lectures, readings, and other resources to help you, but you must work on them independently. Reading and Lecture Comprehension Checks are due by 11:59 PM on Sunday of the week posted.

Assignments

Description: There are 8 total assignments, distributed across the semester. Please see weekly modules on Carmen for details about each assignment. All assignments are due by 11:59 PM on Sunday of the week posted.

1. Language Profile Case Study



- **Description:** Select a bilingual individual (this could be a family member, friend, or fictional case) and create a detailed language profile. Include:
 - Languages spoken, frequency of use, and contexts of use (e.g., home, school, work).
 - Language dominance and proficiency levels.
 - Cultural factors that may influence communication.
 - Participate in discussion with peers. Initial post (250-350 words responding to prompt); Peer responses (minimum of 2 substantive responses (100+ words each))
- **Purpose:** To help students understand how to gather important background information in bilingual clients and consider language dominance, proficiency, and use when planning assessments or interventions.

2. Assessment Tool Critique

- **Description:** Choose a standardized assessment tool used for evaluating bilingual children or adults (e.g., Bilingual English-Spanish Assessment, CELF-5 Spanish). Write a 1-2 page critique addressing:
 - How culturally and linguistically appropriate the tool is.
 - Any potential biases or limitations for assessing bilingual populations.
 - How you would modify or supplement the tool in a clinical setting.
 - Participate in discussion with peers. Initial post (250-350 words responding to prompt); Peer responses (minimum of 2 substantive responses (100+ words each))
- **Purpose:** To critically evaluate commonly used tools and recognize their limitations in bilingual assessments.

3. Intervention Strategy Discussion Post

- **Description:** Write a short discussion post (200-300 words) about a specific intervention strategy for bilingual clients (e.g., cross-linguistic transfer, using both languages in therapy). Discuss when and why you would use this approach in therapy and provide an example scenario.
- **Purpose:** To encourage students to think critically about intervention strategies and how they would apply them in practice.

4. Cultural Competence Self-Reflection

- **Description:** Write a brief reflection (1 page) on your own cultural competence and biases. Include:
 - Any personal experiences that have shaped your views on bilingualism.



- Areas where you feel confident and areas where you need to improve in terms of working with bilingual populations.
- Strategies for improving cultural competence in your future practice.
- Purpose: To promote self-awareness and growth in cultural competence, which is essential for effective bilingual assessment and intervention.

5. Language Sample Transcription and Analysis

- Description: Collect a short language sample (e.g., from a video of a bilingual child speaking or using a publicly available dataset) and transcribe the sample in both languages. Then, analyze the sample for:
 - Code-switching.
 - Differences in language structure or errors in each language.
 - Implications for assessment or intervention.
- Purpose: To practice analyzing bilingual language data and identifying features that may be relevant to clinical practice.

6. Caregiver Interview Simulation

- Description: Conduct a mock caregiver interview (can be done with a classmate or someone outside of class) to gather information about a bilingual child's language development. Write up a brief report summarizing key insights, including:
 - The child's language history and usage.
 - Parental concerns about the child's communication.
 - Cultural factors that may influence the child's language development.
 - Participate in discussion with peers. Initial post (250-350 words responding to prompt); Peer responses (minimum of 2 substantive responses (100+ words each))
- Purpose: To practice essential skills in gathering background information from caregivers when assessing bilingual clients.

7. Intervention Plan Outline

- Description: Using a provided case study of a bilingual child with a communication disorder, write an outline for a brief intervention plan (1-2 pages). Include:
 - Therapy goals.
 - Language(s) of intervention.
 - Activities or materials you would use.
 - Strategies to involve the family in the intervention process.



- Participate in discussion with peers. Initial post (250-350 words responding to prompt); Peer responses (minimum of 2 substantive responses (100+ words each))
- Purpose: To help students think through the steps of planning a targeted intervention for a bilingual client.

8. Article Review on Bilingualism and SLP

- Description: Find a peer-reviewed article related to bilingualism and speech-language pathology. Write a 1-page summary and critique that includes:
 - Key findings from the article.
 - How the research applies to clinical practice.
 - Any limitations or questions you had about the study.
 - Participate in discussion with peers. Initial post (250-350 words responding to prompt); Peer responses (minimum of 2 substantive responses (100+ words each))
- Purpose: To engage with the current research literature and think critically about its application to clinical practice.

Project 1: Bilingual Tutorial

Objective:

The goal of this assignment is for students to develop and present a 15-minute tutorial that explores a key topic in bilingual assessment or treatment. The tutorial should focus on evidence-based practices, with a clear explanation of how these approaches address communication disorders in bilingual children or adults. Students are expected to present information in a manner suitable for a graduate-level audience, demonstrating critical thinking and expertise in the topic.

Assignment Instructions:

1. Topic Selection:

Students can choose a topic from the provided list of suggestions (see below) or propose a unique topic related to bilingual assessment or treatment for instructor approval. Ensure that the topic addresses specific challenges or innovations in the field of bilingualism and communication disorders.

Sample Topic Suggestions:

- Dynamic Assessment for Bilingual Children
- Best Practices for Assessing Bilingual Adults with Aphasia
- Speech Sound Disorders in Bilingual Children

- Language Transfer and Cross-Linguistic Influences in Bilingual Speech Therapy
- Evidence-Based Approaches for Treating Stuttering in Bilingual Populations
- Vocabulary Development in Bilingual Preschoolers
- Impact of Cultural Differences on Intervention Strategies for Bilingual Families
- Code-Switching and its Clinical Implications in Bilingual Children

2. Content Development:

The tutorial should clearly introduce the chosen topic and explain its relevance to the field of speech-language pathology.

- **Research and Evidence Base:** Present evidence-based research, clinical guidelines, or emerging trends that support the assessment or treatment approach discussed.
- **Real-World Application:** Explain how the topic is applied in real-world clinical settings. Discuss any relevant case studies, examples, or personal clinical experiences.
- **Challenges and Considerations:** Highlight potential challenges specific to bilingual populations, including cultural, linguistic, and ethical factors that clinicians must consider.
- **Tools and Strategies:** Discuss tools, techniques, or strategies that are used in assessment or treatment of the chosen topic (e.g., standardized assessments, therapy materials, or culturally responsive approaches).
- **Future Directions:** Briefly discuss any emerging research or gaps in the literature that are relevant to the topic and how they could impact future clinical practice.

3. Presentation Guidelines

- **Length:** The tutorial should be a 15-minute presentation. Practice managing your time to cover all essential points concisely and clearly.
- **Visual Design:** Use a visual aid (e.g., slide deck on PowerPoint, Google Slides) to organize and enhance your presentation. Ensure that your visual aid:

- Are visually clear and free from excessive text.
- Include key points, diagrams, or data where appropriate.
- Feature any relevant images, charts, or figures that aid in explaining complex concepts.
- **Clarity and Engagement:** The presentation should be clear, well-structured, and engaging. Use examples, clinical scenarios, or case studies to illustrate the points you're making.

4. Supplementary Materials

- Prepare a 1-2 page handout or summary document that synthesizes the key points from your tutorial. This handout will be distributed to classmates and should include:
 - A summary of the evidence-based practices discussed.
 - Practical tips or takeaways for clinicians working with bilingual populations.
 - A reference list of articles or sources for further reading.

5. Q&A and Peer Feedback

After the tutorial, you will participate in a brief Q&A session with your classmates. Be prepared to answer questions and discuss your topic further. Students will provide written feedback on each other's tutorials. You will receive feedback on content clarity, organization, and engagement with the topic.

Grading Criteria (Rubric attached below):

- **Content Mastery:** Depth of understanding of the topic and the quality of the research and evidence presented.
- **Relevance and Application:** The ability to apply the chosen topic to real-world clinical practice in bilingual settings.
- **Presentation Style:** Clarity, organization, engagement, and effectiveness of visual aids.
- **Supplementary Materials:** Quality and usefulness of the handout or summary provided.
- **Response to Q&A:** Ability to field questions and expand on key concepts during the discussion.



Project 2: Clinical Reference Binder for Bilingual Assessment and Intervention

Objective: The purpose of this assignment is to create a comprehensive resource binder that students can refer to during their clinical practice. The binder will contain key information and resources related to bilingual speech and language development, assessment, intervention, and caregiver engagement. It is designed to be a practical tool that you can use in real-world clinical settings.

Assignment Instructions:

1. Binder Organization and Sections

- **Digital binder:** Create a well-organized folder system in OneDrive, Google Drive, or a similar platform, with clearly labeled sections.
- Your binder must include the following four sections, each well-organized and easy to navigate:

1) Bilingual Speech and Language Development

- **Content:**
 - Research articles or summaries on typical speech and language development in bilingual children or adults.
 - Charts or guidelines showing typical milestones for bilingual children compared to monolingual peers.
 - Infographics or resources illustrating the difference between language difference and disorder.
- **Sources:** Gather materials from reputable textbooks, peer-reviewed journals, and trusted clinical websites.
- **Purpose:** To help you understand the foundational aspects of how bilingual individuals acquire and use language.

2) Bilingual Assessment

- **Content:**
 - Copies or descriptions of bilingual assessment tools (e.g., Bilingual Assessments, dynamic assessments).
 - Protocols for assessing language proficiency and dominance.
 - Examples of case histories or intake forms tailored to bilingual populations.
 - Best practices in administering and interpreting assessments for bilingual individuals, including considerations for cultural and linguistic biases.
- **Sources:** Include resources from evidence-based clinical practices, scholarly articles, and guidelines from professional organizations like ASHA.
- **Purpose:** To provide practical tools and strategies for assessing bilingual individuals in clinical settings.

3) Bilingual Intervention



- **Content:**
 - Evidence-based treatment plans and intervention strategies for bilingual individuals with speech or language disorders.
 - Materials on how to support cross-linguistic transfer and language-specific therapy approaches.
 - Therapy activities, exercises, or worksheets designed for bilingual children or adults.
 - Information on how to tailor interventions based on the client's language dominance, proficiency, and communication environment.
- **Sources:** Include interventions from therapy manuals, clinical case studies, or published intervention programs.
- **Purpose:** To equip you with intervention strategies that are culturally and linguistically appropriate for bilingual clients.

4) Caregiver Resources

- **Content:**
 - Handouts, brochures, or flyers that can be given to parents or caregivers to support bilingual language development at home.
 - Resources on how to foster bilingualism in young children and maintain home language use.
 - Information on advocating for bilingual children in educational settings (e.g., Individualized Education Program [IEP] meetings).
 - Community resources, such as bilingual support groups or language-enrichment programs.
- **Sources:** Include materials from family-centered practices, culturally responsive interventions, and community resource directories.
- **Purpose:** To provide caregivers with tools and information to support their child's speech and language development in both languages.

3. Table of Contents

- Your binder must include a **Table of Contents** at the beginning, with each section and its corresponding page or folder number clearly listed and with hyperlinks to each section.

4. Materials and Sources

- All materials should come from reputable sources, such as:
 - Peer-reviewed journals, clinical guidelines, or official handouts from organizations like ASHA.
 - Reputable clinical or educational websites.
 - Published books on bilingualism, speech-language pathology, or communication disorders.
- Do **not** include class notes or slides, as this binder should focus on external resources that you will rely on in clinical practice.

5. Ongoing Assembly



- You are expected to **gather materials throughout the semester** as you learn more about bilingual assessment and intervention.
- Regular check-ins will ensure you're making steady progress. Use these check-ins to ask for feedback or guidance on the resources you're including.

6. Final Submission

- Share a link to your completed folder with the instructor for review. Ensure that all documents are properly organized and easily accessible.

Grading Criteria (Rubric attached below):

- **Organization and Clarity:** Binder is well-structured with a clear Table of Contents and logical organization of materials.
- **Content Quality:** The materials included in each section are relevant, high-quality, and from reputable sources.
- **Practicality:** The binder provides useful, real-world resources that can be applied in clinical settings.
- **Completeness:** All required sections are included and well-developed with sufficient depth in each area.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA-7 style to cite the ideas and words of your research sources.

Late Assignments

Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Due to the pacing of this course and the content that will be covered in these short weeks, any homework assignment or project submitted past the due date will incur a 20% grade deduction per day submitted late, including weekends. Assignment and Project due dates for the course are listed on the Course Schedule. If there are any changes to due dates, you will be notified through class announcements on CarmenCanvas.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

Preferred contact method: If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24-48 hours on days when class is in session at the university**.

Class announcements: I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

Grading and feedback: For assignments submitted before the due date, I will try to provide feedback and grades within **fourteen days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

Rounding rule: A .50-.90% will be rounded up, anything less than or equal to .49% will not be rounded up. No exceptions.

| | | | |
|-------------|-------------|-------------|-------------|
| 93–100: A | 87–89.9: B+ | 77–79.9: C+ | 67–69.9: D+ |
| 90–92.9: A- | 83–86.9: B | 73–76.9: C | 60–66.9: D |
| | 80–82.9: B- | 70–72.9: C- | Below 60: E |

Extra Credit Policy

It is the expectation of this instructor and the Department of Speech and Hearing Science that students complete their assigned coursework in a timely manner while dedicating enough time and resources, in advance, to ensure quality submissions. No extra credit opportunities are provided for this course.



Other Course Policies

Discussion, Writing, and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

As a student in this course and a representative of The Ohio State University outside of this classroom, you are expected to uphold the high standards set by your predecessors in research, theoretical, and clinical practice. As such, maintaining academic integrity is paramount to your success in this class, this department, and this university. See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

[Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)

[Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)

[Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Civil Rights Compliance

1. Online reporting form at [Civil Rights Compliance Office](#),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email civilrights@osu.edu.

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**.

Policy: **Religious Holidays, Holy Days and Observances**

Commitment to a Diverse and Inclusive Learning Environment:

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Land Acknowledgement:

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://cbssc.osu.edu/about-us/land-acknowledgement>.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any



of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Yountkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

[CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)

Streaming audio and video

[CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

These dates and content are subject to change, but I will update CarmenCanvas as needed. Refer to the CarmenCanvas course for up-to-date due dates.

| Week | Date | Topic | Readings | Due |
|------|-------------|--|---|--------------|
| 1 | 8/20-8/23 | Perspectives on Language, Bilingualism, and Language Proficiency LO1, LO7 | Tominey & O'Bryon (2018) Pages: 1-22 | Assignment 1 |
| 2 | 8/26-8/30 | Culture and Clinical Competence in Speech-Language Pathology LO2, LO3 | Parrish & Linder-VanBerschot (2010) Pages: 10-16 Tominey & O'Bryon (2018) Pages: 159-170 | Assignment 2 |
| 3 | 9/2-9/6 | Principles for Clinical Actions: EBP and Common Factors LO3 | Kohnert, Ebert, & Pham (2020) Pages: 55-76 | Assignment 3 |
| 4 | 9/9-9/13 | Typically Developing Children Learning One or Two Languages LO2 | Kohnert, Ebert, & Pham (2020) Pages: 79-116 | Check 1 |
| 5 | 9/16-9/20 | Cross-linguistic Influences & Code Switching LO1, LO3 | Goldstein (2015) Pages: 73-89 | Assignment 4 |
| 6 | 9/23-9/27 | Developmental Speech and Language Disorders in Bilingual Children LO2 | Kohnert, Ebert, & Pham (2020) Pages: 117-148 | Check 2 |
| 7 | 9/30-10/4 | Language Assessment with Developing Bilinguals: Purposes, Principles, and Procedures LO3, LO5 | Kohnert, Ebert, & Pham (2020) Pages: 149-188 | Assignment 5 |
| | 10/7-10/11 | Fall Break | | |
| 8 | 10/14-10/18 | Intervention with Bilingual Children with Language Disorders LO3, LO4 | Goldstein (2015) Pages: 175-191 | Check 3 |
| 9 | 10/21-10/25 | Evidence Based Practice Goal Writing: Application to Two Languages LO4 | Roseberry-McKibbin (1995) Chapter 14 Pages: 326-328 ASHA Leader: Writing Goals | Assignment 6 |



| | | | | |
|----|-------------|---|--|---|
| 10 | 10/28-11/1 | Language and Cognition in Bilingual Adults LO1 | Goral & Conner (2013) Pages: 142-148 | Check 4 |
| 11 | 11/4-11/8 | Bilinguals with Aphasia and Other Acquired Language and Cognitive-Communication Disorders LO4 | Kohnert, Ebert, & Pham (2020) Pages: 259-292 | Assignment 7 |
| 12 | 11/11-11/15 | Assessment with Bilingual Adults: Giving Meaning to Measures LO5 | Kohnert, Ebert, & Pham (2020) Pages: 293-326 | Check 5 |
| 13 | 11/18-11/22 | Intervention for Bilingual Adults with Aphasia and Other Acquired Language and Cognitive- Communication Disorders LO4, LO6 | Kohnert, Ebert, & Pham (2020) Pages: 327-360 | Assignment 8 |
| 14 | 11/25-11/29 | Working with Interpreters and Translators LO7 | Langdon & Cheng, 2002 Chapters 4 & 5 | Check 6 |
| 15 | 12/2-12/4 | Class Wrap-Up & Final Discussions | | Bilingual Tutorial and Clinical Binder Due |

Project 1: Bilingual Tutorial Rubric

| Criteria | Exemplary (90-100%) | Proficient (80-89%) | Adequate (70-79%) | Needs Improvement (<70%) | Weight |
|--|--|---|---|--|---------------|
| Topic Selection & Relevance | Chose a highly relevant, innovative topic that clearly addresses a key issue in bilingual assessment/treatment. Instructor-approved if self-selected. | Chose a relevant topic, but with slightly less focus or innovation. Instructor-approved if self-selected. | Topic is somewhat relevant but lacks focus or novelty. May be marginally related to bilingual assessment/treatment. | Topic is unclear, lacks focus, or is not relevant to bilingual assessment/treatment. Not instructor-approved if self-selected. | 10% |
| Content Mastery | Demonstrates an in-depth understanding of the topic, with well-explained concepts and accurate information. All points are supported by current evidence-based research. | Shows a good understanding of the topic with mostly accurate information. Most points are supported by evidence-based research. | Basic understanding of the topic, with some inaccuracies. Limited evidence-based support provided. | Demonstrates little understanding of the topic with multiple inaccuracies or unsupported claims. | 25% |
| Research & Evidence Base | Incorporates a wide range of high-quality, peer-reviewed sources. All claims are well-supported by the latest research. | Includes several relevant, peer-reviewed sources, with most claims supported by research. | Uses a limited range of sources, some of which may not be peer-reviewed. Several claims are not well-supported by research. | Uses few or low-quality sources, with little or no evidence-based support for claims. | 20% |
| Application to Clinical Practice | Provides strong examples of how the topic is applied in real-world bilingual clinical settings, with clear practical implications for SLPs. | Provides adequate examples of real-world clinical application, though some areas could be further developed. | Some mention of clinical applications, but lacks depth or specific examples. | Little to no connection made between the topic and real-world clinical practice. | 15% |
| Presentation Skills & Clarity | Presentation is well-organized, clear, and engaging. Pacing is appropriate, with effective transitions and concise delivery. | Presentation is clear and organized, though some transitions or pacing may need improvement. | Presentation is somewhat unclear or disorganized in places, leading to some difficulty in following the content. | Presentation lacks clarity, organization, and is difficult to follow. | 10% |

| | | | | | |
|---------------------------------------|--|--|---|---|-----|
| Slide Design & Visual Aids | Slides are visually appealing, well-organized, and enhance understanding of the content. Minimal text, with effective use of graphics, charts, or figures. | Slides are clear and helpful, though could be improved with better design or fewer text-heavy slides. | Slides are somewhat cluttered or text-heavy. Visual aids are used, but may not enhance understanding. | Slides are cluttered, text-heavy, and lack helpful visuals or organization. | 10% |
| Q&A and Peer Engagement | Effectively answers peer questions, expanding on key points. Demonstrates a strong understanding of the topic beyond the presented material. | Answers most peer questions adequately but may not expand much beyond the presentation material. | Responds to peer questions but with limited depth or clarity. | Unable to answer questions effectively, showing limited understanding of the topic. | 5% |
| Supplementary Handout | The handout is clear, concise, and provides an excellent summary of key points and takeaways. It is well-organized and includes useful clinical tips and references. | The handout summarizes key points well but could be improved with more detail or clearer organization. | The handout is missing key details, is disorganized, or lacks practical value for clinicians. | No handout provided, or it is unclear and not useful for clinical reference. | 5% |

Total Score: ____ / 100

Grading Key:

- **Exemplary:** 90-100% (A)
- **Proficient:** 80-89% (B)
- **Adequate:** 70-79% (C)
- **Needs Improvement:** Below 70% (D/F)



Project 2: Clinical Reference Binder for Bilingual Assessment and Intervention Tutorial

| Criteria | Exemplary (90-100%) | Proficient (80-89%) | Adequate (70-79%) | Needs Improvement (<70%) | Weight |
|--|---|--|--|---|---------------|
| Organization & Structure | Binder is exceptionally well-organized, with a clear, detailed Table of Contents and page numbers/hyperlinks. Sections are easy to navigate, and materials are logically grouped. | Binder is organized with a Table of Contents and clear sections, though there may be minor issues with navigation or grouping. | Binder is somewhat organized, but the Table of Contents may lack detail or some sections may be difficult to navigate. | Binder lacks a clear structure. Table of Contents is missing or incomplete, and sections are difficult to navigate. | 15% |
| Content Quality – Bilingual Speech & Language Development | Section contains in-depth, well-researched materials from reputable sources (e.g., peer-reviewed articles, clinical guidelines). Content is comprehensive and practical for clinical use. | Section contains relevant, well-researched materials, though some areas could be more detailed or expanded. | Section includes some relevant content, but there may be gaps or less credible sources. Content may lack depth. | Section is missing, incomplete, or includes low-quality or irrelevant materials. | 20% |
| Content Quality – Bilingual Assessment | Section contains comprehensive and current materials on bilingual assessment tools, protocols, and guidelines. Content is highly practical and evidence-based. | Section contains relevant assessment tools and guidelines, but may lack some depth or comprehensiveness. | Section includes some assessment materials, but content may not be fully developed or up-to-date. | Section is missing, incomplete, or lacks relevant materials on bilingual assessment. | 20% |
| Content Quality – Bilingual Intervention | Section contains a wide range of evidence-based intervention strategies and resources, with clear applications to bilingual clinical practice. | Section includes appropriate intervention strategies, but may need more variety or depth in examples or resources. | Section provides limited intervention resources or strategies. Some materials may be outdated or not fully relevant. | Section is missing or contains few or no relevant intervention materials. | 20% |
| Content Quality – Caregiver Resources | Section is full of useful, culturally relevant resources for caregivers, including handouts, brochures, and community resources. Materials | Section includes useful caregiver resources, but may be lacking in variety or cultural relevance. | Section includes some caregiver resources, but they may not be fully developed or | Section is missing or lacks relevant, useful caregiver materials. | 15% |



| | | | | | |
|--|---|---|--|---|----|
| | are clearly designed to support bilingual families. | | practical for use in real-world settings. | | |
| Source Quality | All materials are from high-quality, reputable sources (e.g., peer-reviewed journals, ASHA, clinical manuals). Sources are clearly cited and up-to-date. | Most materials are from reputable sources, though some may not be as strong or current. Citations are generally clear and accurate. | Some materials are from credible sources, but there may be reliance on outdated or less authoritative resources. Citations may be unclear or incomplete. | Few or no materials are from reputable sources. Citations are missing or inaccurate. | 5% |
| Practicality & Clinical Relevance | Binder contains highly practical resources that can be immediately applied in clinical practice. Content is clearly selected with real-world use in mind. | Binder contains useful resources, though some materials may need further development to be fully applicable in clinical settings. | Some resources are practical for clinical use, but much of the content may lack direct applicability. | Binder contains few or no practical resources that would be useful in real-world clinical practice. | 5% |

Total Score: ____ / 100

Grading Key:

- **Exemplary:** 90-100% (A)
- **Proficient:** 80-89% (B)
- **Adequate:** 70-79% (C)
- **Needs Improvement:** Below 70% (D/F)





THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Department of Spanish & Portuguese

298 Hagerty Hall
1775 College Road
Columbus, OH 43210-1340

614-292-4958 Phone
614-292-7726 Fax

sppo.osu.edu

March 6th, 2025

Eric Bielefeld, Ph.D.
Professor and Chair
Department of Speech and Hearing Science

Dear Professor Bielefeld,

We are delighted to learn of your new proposed offering, Speech and Hearing 7550 “Bilingual Assessment and Intervention in Speech-Language Pathology” by Dr. Jissel Anaya. We concur enthusiastically and wish you every success in what sounds like an excellent addition to your graduate curriculum.

Sincerely,

DocuSigned by:

4680953EFED5402...

John Grinstead, PhD
Professor and Chair
Department of Spanish & Portuguese

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:



Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- ☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- ☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- ☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- ☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- ☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☐ Instructor explanations about the learning goals and overall design or organization of the course.
- ☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

- ☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Robert Mick* on *12/11/24*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.