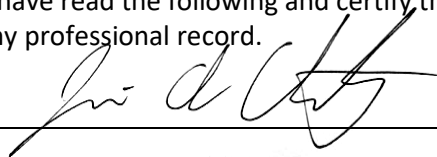


Curriculum Vitae

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature



Date 4/3/2023

In general, do not list a work or activity more than once.

I. Personal Information

I.A. Name and Contact Information

Ortiz, José Antonio
0123 Lefrak Hall
College Park, MD 20742
301-405-4228
jortiz5@umd.edu
<https://hesp.umd.edu/facultyprofile/ortiz/jose>
UID: 115158689

I.B. Academic Appointments at UMD

2017 – Present Assistant Clinical Professor, Hearing and Speech Sciences (HESP)
2022 – Present Affiliate Faculty, Latin American and Caribbean Studies Center (LACS)

I.C. Administrative Appointments at UMD

2017 – Present Director, Language Learning Early Advantage Program (LEAP)
2018 – Present Coordinator, Bilingual Speech-Language Pathology Certificate in HESP

I.D. Other Employment

2013 – 2017 Faculty Master Clinician, New York University, Communicative Sciences & Disorders
2012 – 2013 Clinical Educator, Hunter College of the City University of New York
2012 – 2017 Speech-Language Pathologist, The Guild for Exceptional Children
2008 – 2012 Speech-Language Pathologist, Tender Touch Health Care
2009 – 2012 Speech-Language Pathologist, Associates for Bilingual Child Development
2009 – 2010 Speech-Language Pathologist, Hawthorne Country Day School

I.E. Educational Background

2022 Ph.D Program, Special Education, University of Maryland, College Park, MD
2011 Bilingual Extension Certificate, Columbia University Teacher's College, New York, NY
2007 M.A. Speech-Language Pathology, University of Massachusetts, Amherst, MA
2004 B.A. Linguistics & Psychology, University of Connecticut, Storrs, CT

I.F. Professional Certifications, Licenses, and Memberships

American Speech-Language Hearing Association (ASHA)

ASHA Special Interest Group 14: Cultural & Linguistic Diversity
Maryland Speech-Language Hearing Association
Maryland Speech-Language Pathology Multicultural Affairs Committee
Licenses to practice speech-language pathology: Maryland, ASHA CCC

II. Research, Scholarly, Creative and/or Professional Activities

II.A. Chapters

II.A.1. Books

1. Ortiz, J. (2018). Language delay in a bilingual child. In Branski, R. and Molfenter, S. M. (Eds.), *Speech-language pathology casebook*. New York: Thieme Medical Publishers.

II.B. Refereed Journals

II.B.1. Refereed Journal Articles

1. Ortiz, J. A. (2021). Using nonword repetition to identify language impairment in bilingual children: A meta-analysis of diagnostic accuracy. *American Journal of Speech-Language Pathology*, 30(5), 2275–2295.
2. Ortiz, J. A. (2021). Nonword repetition in bilingual assessment: A guide to clinical application. *Perspectives of the ASHA Special Interest Groups*, 6(6), 1667–1677. https://doi.org/10.1044/2021_PERSP-21-00165
3. McAllister, T., Hitchcock, E.R., Ortiz, J., (2021). Computer-Assisted Challenge Point Intervention for Residual Speech Errors. *Perspectives of the ASHA Special Interest Groups*.
4. Harel, D., Hitchcock, E. R., Szeredi, D., Ortiz, J., & McAllister Byun, T. (2017). Finding the experts in the crowd: Validity and reliability of crowdsourced measures of children’s gradient speech contrasts. *Clinical Linguistics & Phonetics*, 31(1), 104-117.

II.C. Conferences, Workshops, and Talks

II.C.1. Invited Talks

1. Ortiz, J., (2021). *Nonbiased Assessment: Current Best Practices*. Oral session presented at the Maryland Speech-Language-Hearing Association Winter Workshop.
2. Ortiz, J., (2019). *Improving Special Education Referrals for ELLs*. Oral session presented at the Maryland English Language Learners Family Involvement Network (MELLFIN) Conference.
3. Ortiz, J., (2018). *Speech & language assessment for bilingual Kids: Raising the bar*. Oral session presented at the Maryland English Language Learners Family Involvement Network (MELLFIN) Conference.

II.C.2. Refereed Presentations

1. Ortiz, J. (2021). *Nonword Repetition in Bilingual Assessment: A Meta-analysis of Diagnostic Accuracy*. Oral session accepted at the American Speech-Language-Hearing Association Convention (withdrawn due to COVID-19).
2. Ortiz, J. (2021). *Using nonword repetition to identify language impairment in bilingual children: A meta-analysis of diagnostic accuracy*. Poster session presented at the Council for Exceptional Children Convention.
3. Miranda, K., Ortiz, J. (2019). *Building a community of practice for culturally-linguistically diverse populations: A dynamic approach to professional development*.

- Poster session presented at the American Speech-Language-Hearing Association Convention.
4. Ortiz, J., Brea, M. (2019). *Developing a blueprint for educating bilingual SLPs: Competencies and skills*. Poster session presented at the American Speech-Language-Hearing Association convention.
 5. Lemus, R., Featherstone, M., Ortiz, J., Mont, E. (2018). *Building bilingual resources & strengthening professional skills through the founding of a graduate-undergraduate student organization*. Poster session presented at the American Speech-Language-Hearing Association convention.
 6. Mont, E., Ortiz, J., Kaplan, K., Lemus, R., Doctrow, A., Booth, T., Featherstone, M., Puyear, K. (2018). *Cultural competence training during pre-service clinical education: a student perspective*. Oral session presented at the American Speech-Language-Hearing Association convention.
 7. Ortiz, J., (2018). *Exploring the disproportionate representation of ELLs in special education*. Oral session presented at the American Speech-Language-Hearing Association convention.
 8. Ortiz, J., (2016). *Talleres y Terapia: Community-based clinical education for bilingual Spanish-English student clinicians*. Oral session presented at the American Speech-Language Hearing Association convention, Philadelphia, PA.
 9. Ortiz, J., Kadison, R. (2015). *¡Vamos a hablar!: A clinical education program for developing professional Spanish language skills*. Technical session presented at the American Speech-Language Hearing Association convention, Denver, CO.
 10. McAllister Byun, T., Hitchcock, E. R., & Ortiz, J. (2014). *Challenge-R: Computerized challenge point treatment for /r/ misarticulation*. Research session presented at the American Speech-Language Hearing Association convention, Orlando, FL.
 11. Roper, B., & Ortiz, J. (2012). *Cortical underconnectivity and quasilinguistic vocal communication in low-functioning autism: a hypothetical model?* Poster session presented at the American Speech-Language and Hearing Association Convention
 12. Roper, B., & Ortiz, J. (2011) *Is there a preference for low-level linguistic processing in autism?* Poster session resented at the American Speech-Language and Hearing Association Convention
 13. Zaretsky, E., Curro, K., & Ortiz, J. (2006). *Reading above grade level; still a phonological dyslexic*. Poster session presented at the American Speech-Language and Hearing Association Convention

II.D. Completed Creative Works

II.D.1. Software and Applications

1. IPA Notepad [software] (2021)
2. Challenge Point Program [software] (2014)
3. Simple Speech [software] (2010)
4. IPA Typing Assistant [software] (2010)

II.D.2. Websites

1. Language-Learning Early Advantage Program (leap.umd.edu)
2. Language Diversity Initiative (languagediversity.org)

II.E. Sponsored Research and Programs

II.E.1. Grants

1. National Science Foundation, “Collaborative Research: RI: Medium: CompCog: AI for Personalized Interventions for Children with Developmental Language Disorder”
Role: Co-PI (PI: Feldman, N., Co-PIs: Huang, Y., Shafto, P.; Requested: \$736,216)
2. “The Maryland Institute for Literacy and Equity (MILE)” Role: Co-PI (PI: Bolger, D.;
Award Period: 2023-2025; Total costs: \$3,000,000)
3. MPowering the State, “Disproportionality in communication impairments:
Leveraging technology to provide individualized language assessments of bilingual children” (PIs: Huang, Y., Woolley, M., Co-Is: Ortiz, J., Feldman, N., Boyd-Graber, J.;
Award Period: 2022-2024; Total costs: \$249,968).
4. University of Maryland, Teaching and Learning Transformation Center, “Reaching all students: An active-learning approach to infusing diversity, equity, and inclusion in the curriculum” (PI: Mont, E., Co-PIs: Anderson, S., Hoover, E., Nguyen, N., Ortiz, J., Sohns, S.; Award Period: 2022-2023; Total costs: \$70,000)
5. Course Innovation Grant: Steinhardt School of Education Culture and Human Development, New York University (Period 2015; Total costs: \$9000)

III. Teaching, Extension, Mentoring, and Advising

III.A. Courses Taught

1. HESP120: Introduction to Linguistics (Spring 2018, Fall 2019)
2. HESP202: Introduction to Hearing and Speech Sciences (Fall 2017)
3. HESP389: LEAP Classroom internship (Spring 2017 – Summer 2018)
4. HESP605: Assessment and Intervention in Bilingual Populations (Summer 2019 to Present)
5. HESP648B: Clinical Supervision—Treatment (Spring 2017 – Present)
6. HESP648A: Clinical Supervision—Diagnostics (Spring 2017 – Present)
7. HESP708: Independent Study [bilingual certificate students] (Fall 2020)
8. CSCD-GE 2115: Practicum II—Diagnostics (Fall 2013 – Summer 2015)
9. CSCD-GE 2111: Practicum I—Pre-Clinic (Fall 2015 – Summer 2016)
10. CSCD-GE 2141: Multicultural Issues in Communicative Sciences and Disorders (Summer 2016 – Fall 2016)

III.B. Teaching Innovations

III.B.1. Course or Curriculum Development

1. HESP605: Assessment and Intervention in Bilingual Populations Department of Hearing and Speech Sciences, University of Maryland, College Park (2018)
2. HESP621: Bilingualism in Children and Adults Department of Hearing and Speech Sciences, University of Maryland, College Park (2020)
3. HESP623: Education, Policy & Advocacy in Bilingual Service Delivery Department of Hearing and Speech Sciences, University of Maryland, College Park (2020)
4. CSCD-GE 2079 Culturally/Linguistically Diverse Populations: Approaches in CSD Department of Communicative Sciences and Disorders, New York University (2016)

III.C. Advising: Research or Clinical

III.C.1. Master’s

1. Master’s thesis committee member
Guevara, Sandra (2019)
Otarola-Seravalli, Daniella (2021)

2. Candidacy paper reader
 - Babaa, Nada (2022)
 - Del Rosario, Hannah (2022)
 - Gilbert, Caitlin (2022)
 - Jimenez, Cecilia (2022)
 - Wyatt, Laurel (2022)
 - Beckford, Brittany, (2020)
 - Eisner, Lauren (2020)
 - Levine, Karen (2020)
 - Featherstone, Margaret (2019)
 - Puyear, Kelly (2019)
 - Wexler, Claire (2019)
 - Oliveira, Evelyn (2018)

III.D. Advising: Other than Directed Research

III.D.1. Other Advising Activities

1. Faculty Advisor for National Student Speech-Language-Hearing Association (2017 – Present)

III.D.2. Professional Programs Established

1. Certificate in Bilingual Speech-Language Pathology for Practitioners (pending approval) Department of Hearing and Speech Sciences, University of Maryland, College Park (2020)
2. Certificate in Bilingual Speech-Language Pathology Department of Hearing and Speech Sciences, University of Maryland, College Park (2018)
3. Bilingual Extension Program Department of Communicative Sciences and Disorders, New York University (2016)

III.D.3. Guest Lectures (*Presented in traditional classes or for someone else's program*)

1. HESP603: Cultural and Linguistic Diversity Seminar (Spring 2018, Fall 2018, Spring 2019, Fall 2019)
2. HESP617: Cultural and Linguistic Diversity (Winter 2019)

IV. Service and Outreach

IV.A. Editorships, Editorial Boards, and Reviewing Activities

IV.A.1. Reviewing Activities for Journals and Presses

1. Bilingualism: Language and Cognition (2022)
2. American Journal of Speech-Language Pathology (2021)

IV.A.2. Reviewing Activities for Agencies and Foundations

1. Auckland Medical Research Foundation (2022)

IV.B. Committees, Professional & Campus Service

IV.B.1. Campus Service – Department of Hearing and Speech Sciences

1. Faculty Advisor, Cultural Leadership Initiative Student Organization (Spring 2018 – 2020)
2. Faculty Advisor, National Student Speech-Language-Hearing Association (Fall 2017 – Present)
3. Member, Diversity committee (Fall 2017 – Present)

4. Member, Teaching committee (Fall 2017 – Present)
5. Member, Search Committee in Hearing & Speech Sciences (Spring 2018)

IV.B.2. Other Non-University Committees, Memberships, Panels, etc.

1. Director of Multicultural Affairs, Maryland Speech-Language Pathology Multicultural Affairs Committee (2021-2022)
2. Chair, Maryland Speech-Language Pathology Multicultural Affairs Committee (2019-2020)
3. Member, Admissions Committee, Department of Communicative Sciences and Disorders, New York University (Spring 2014)
4. Faculty Advisor, NSSHLA, Department of Communicative Sciences and Disorders, New York University (Spring 2016 – Fall 2016)
5. Member, Clinic Committee, Department of Communicative Sciences and Disorders, New York University (Fall 2013 – Fall 2016)
6. Member, Faculty Search Committee, Steinhardt School of Education Culture and Human Development (Summer 2015, Summer 2016)

IV.B.3. Other

1. Advancing Professional Track Faculty UMD (Fall 2019 – Spring 2020)

IV.C. External Service and Consulting

IV.C.1. Consultancies (*to local, state and federal agencies; companies; organizations*)

1. Maryland State Department of Education: Workgroup for Developing Guidelines for Implementing Screening and Supplemental Reading Instruction for English Learners (2020)
2. Biofeedback Intervention Technology for Speech Lab, New York University, Communicative Sciences & Disorders (2013 – Present)

IV.D. Community & Other Service

1. Howard County Community Action Council, Howard County, MD (Fall 2022)
2. Hyattsville Reading Program, Hyattsville, MD (Summer 2018, Summer 2019)
3. Lenox Hill Neighborhood House, New York, NY (Fall 2015 – Fall 2016)
4. PS 267 Manhattan, New York, NY (Fall 2013 – Fall 2016)
5. Project Go, New York, NY (Summer 2015)
6. Henry Street Settlement, New York, NY (Fall 2014)
7. University Settlement – Children’s Corner, Brooklyn, NY (Spring 2014)

IV.E. Service Awards and Honors

1. University of Maryland, College of Behavioral and Social Sciences Excellence in Service for Diversity and Inclusion Award (2022)