

Multicultural/Multilingual Emphasis

Elmhurst University Graduate Program

Communication Sciences and Disorders

This emphasis is designed for students with oral proficiency in more than one language who wish to pursue specialized academic, research, and clinical experiences to meet the needs of culturally and linguistically diverse populations in a variety of settings. This emphasis is well-aligned with Elmhurst College's mission to prepare students intellectually and personally for meaningful and ethical work in a multicultural, global society and to foster learning and enrich culture through pedagogical innovation.

Objectives

The emphasis will foster student's knowledge and skills in these critical areas:

1. Cultural Sensitivity: the ability to recognize cultural factors that affect the delivery of speech-language pathology services to clients from diverse backgrounds.
2. Language Proficiency: Native or near native fluency in another language.
3. Normative Processes: the ability to describe the process of normal speech and language acquisition for both bilingual and monolingual L2-speaking individuals and how those processes are manifested in oral and written language.
4. Assessment: the ability to administer and interpret formal and informal assessment procedures to distinguish between communication difference and communication disorders in culturally and linguistically diverse clients.
5. Intervention: the ability to develop and implement appropriate treatment plans to meet the needs of diverse clients and their families.

Requirements

1. Coursework

- CSD 511: Cultural and Linguistic Issues
- CSD 525: Public School Methods in a Diverse Society
- CSD 592: Multicultural/Multilingual Issues. This course is designed to provide students with advanced level knowledge of evidence-based assessment and intervention methods for multilingual clients.
- Multicultural/multilingual content is also emphasized in coursework for all students (e.g., CSD 509 Language and Literacy in Young Children; CSD 510 Advanced Studies in Phonology and Articulation, CSD 516 Language and Literacy in School-Age and Adolescence; CSD 515 Adult Language Disorders)
- CSD 587: Assessment of English Language Learners course. This course meets a course requirement to earn *Bilingual Special Education Approval* from the Illinois State Board of Education.

2. Master's Thesis/Report

- Completion of a Master's Thesis or Report is required for all graduate students in CSD. Students pursuing the M&M emphasis will complete their research with a multicultural/multilingual focus under the guidance of a research mentor with expertise in M&M issues.

3. Language Proficiency

- Documented spoken language proficiency in the other language(s). *Test completion is encouraged before application for the M&M emphasis and required before external clinical placements.*

4. Clinical Practicum

- Minimum 25 clinical hours (client and/or family) with multicultural/multilingual clients in the Elmhurst College Speech-Language-Hearing Clinic and in external placements. We have a wide variety of external placement opportunities where students can serve clients of various language backgrounds (e.g., Spanish, Polish, Russian).

Additional Optional Opportunities

- Study abroad opportunities in CSD
 - CSD 381 The China Experience: Transcultural view of Rehabilitation Medicine
 - CSD 382 Global Perspectives in Communication and Disability: Costa Rica Experience

Multicultural/Multilingual Expert Faculty

We have developed a remarkable emphasis with many unique features. At Elmhurst College, three of our talented faculty are experts in multicultural/multilingual issues in speech-language pathology, and you will have the opportunity to work with them all.

- Dr. Brenda Gorman has an extensive background in working with dual-language learners and training graduate students to become successful bilingual SLPs. She completed her master's and doctoral degrees with a multicultural/bilingual specialization in Communication Sciences and Disorders at the University of Texas at Austin. Prior to entering academia, Dr. Gorman worked as a bilingual (Spanish-English) speech-language pathologist serving diverse caseloads for public school districts, early intervention agencies, private clinics, and Bilinguistics, a company which she co-founded. She has taught courses in numerous topic areas ranging from assessment and intervention in bilingual populations, child language and literacy disorders, speech sound disorders, fluency, to adult language disorders and AAC. Dr. Gorman is investigating language and literacy assessment and intervention in bilinguals and co-developing a dual-language (Spanish-English) language and literacy preschool curriculum.
- Dr. Ruiying Ding completed her master's and doctoral degrees at Northwestern University. She is a bilingual (Mandarin-English) speech-language pathologist who has worked in hospital, rehabilitation, outpatient, and long-term care settings. Dr. Ding's research interests include swallow physiology changes in elderly populations and speech and language

practices in multicultural and multilingual populations. She has served as an adjunct professor in two renowned universities in Shanghai, China, and she has led several study abroad trips to China. She and Dr. Gorman led the most recent study abroad trip to China in January 2016 and to Costa Rica in July 2016.

- Dr. Laura Froeschke spent the first nine years of her life in Guatemala, where she acquired both Spanish and English. She also has a strong background in French and German. Dr. Froeschke earned her master's and doctoral degrees from Western Michigan State University. She has over sixteen years of experience working as a bilingual (Spanish-English) speech-language pathologist, focusing on adult neurogenetics in settings ranging from acute care to hospice. Her research focuses on interdisciplinary health sciences, stroke symptom recognition in Latino Americans, and information access and health literacy in multicultural/multilingual populations.

Admission Process

- See Admission Requirements for the graduate program on the department website. All applicants must complete the standard application via CSDCAS. Applicants who are pursuing the Multicultural/Multilingual Emphasis should include an additional paragraph to their personal statement titled “**Multicultural/Multilingual Emphasis: Statement of Intent**” to describe their interest, relevant experience, and language proficiency in the personal essay of their CSDCAS application. Documentation of speaking proficiency in the other language at an advanced-low level or above is strongly encouraged. Applicants will be notified of a program admission decision, and separately of a decision on their acceptance into the Multicultural/Multilingual Emphasis. Capacity for this emphasis is limited.

For questions, please contact:
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