

MULTICULTURAL/MULTILINGUAL EMPHASIS

Elmhurst University Graduate Program Communication Sciences and Disorders

The first of its kind in Illinois, this emphasis is designed for students 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 University'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 advance knowledge and skills in critical areas:

- **Cultural sensitivity and responsivity:** Recognizes and responds to cultural, linguistic, family, community, and experiential factors that inform the delivery of services to clients and families from a variety of cultural and linguistic communities.
- **Normative Processes:** Recognizes, explains, and educates others about typical cultural and linguistic variation and the processes of typical speech and language acquisition in bilingual and multilingual individuals, including how these processes are reflected in oral and written language.
- **Assessment:** Selects, administers, and interprets valid and authentic assessment measures to appropriately assess the skills of and differentiate typical versus atypical skills in individuals from a variety of cultural and linguistic communities.
- **Intervention:** Develops and implements appropriate client and family-centered plans and selects, modifies, and utilizes relevant materials to meet their needs.

COMPONENTS

Coursework

- **Infusion**
Multicultural/multilingual content is infused in program coursework for all students (e.g., CSD 509 Language and Literacy in Young Children; CSD 510 Advanced Studies in Speech Sound Disorders, CSD 516 Language and Academic Literacies in K-12 Classrooms: Assessment and Intervention; CSD 515 Adult Language Disorders; CSD 525 Public School Methods in a Diverse Society).
- **Dedicated**
Fall, Year 1
CSD 586 Multicultural and Multilingual Topics in CSD: Research and Best Practices.
Students will extend knowledge and skill about cultural and linguistic diversity as acquired

in the regular graduate curriculum to cultivate advanced-level knowledge and skill in ethical and evidence-based research, assessment and intervention with multicultural and multilingual populations.

January Term, Year 1

CSD 518 Culturally and Linguistically Responsive Services in Communication Sciences and Disorders. Students will gain awareness of diverse cultural and linguistic contexts, experiences, and identities and how they influence the delivery and outcomes of speech-language services. Students will understand how clients from various backgrounds are impacted by systems of oppression and the need for advocacy and empowerment. Students will learn strategies to approach service delivery collaboratively and with an asset-based mindset to deliver assessment, intervention, and counseling services that affirm the values, priorities, modes of communication, and cultural and linguistic backgrounds of individual clients and their families.

Summer, Year 1

CSD 587 Bilingual Assessment in Public School Settings. This course meets a course requirement to earn *Bilingual Special Education Approval* from the Illinois State Board of Education. An ESL and/or Bilingual Special Education Approval is required for speech-language pathologists to conduct an ESL or bilingual evaluation as a ***Qualified Bilingual Specialist*** per ISBE Administrative Code Section 226.800 f) 5). This course focuses on principles and current approaches to assessment of bilingual students in PK-12 educational settings, including the policies, procedures, and issues that inform the assessment of bilingual students. Students will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of bilingual students, and assessment of academic content knowledge. Students will have opportunities to examine critically and practice administering assessment tools used in current educational contexts. Students will learn to identify language needs and how to differentiate them from developmental needs. This course requires field experience hours with bilingual students.

Master's Research

- Students may elect to complete a Master's Thesis with a multicultural/multilingual focus under the guidance of a research mentor with expertise in M&M topics.

Language Proficiency

- Proficiency in another language is an asset but is not required to participate in the M&M Emphasis.
- Students pursuing a placement in which they assess and/or provide direct treatment in another language(s) must participate in the M&M Emphasis and demonstrate proficiency sufficient for the placement by the first summer term of the program. There are numerous

options for demonstrating proficiency as needed for determining clinical placements: Seal of Biliteracy documented on a high school transcript, formal proficiency testing (e.g., [Illinois Target Language Proficiency Test](#), [American Council on the Teaching of Foreign Languages](#)), letter from a university world language instructor, and/or evaluation from an Elmhurst University instructor. Options will be discussed during orientation.

Clinical Practicum

- One or more clinical assignments serving multicultural/multilingual clients and families in the Elmhurst University 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, Arabic).

ADDITIONAL ELECTIVE OPPORTUNITIES

Study abroad opportunity in CSD

- The China Experience: Transcultural view of Rehabilitation Medicine

ADMISSIONS

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 experience in the personal essay of their CSDCAS application. Applicants will be notified of a program admission decision, and separately of a decision on their acceptance into the Multicultural/Multilingual Emphasis.