

Multicultural/Multilingual Emphasis

Elmhurst University Graduate Program

Communication Sciences and Disorders

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 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. **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.
3. **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.
4. **Intervention:** the ability to develop and implement appropriate treatment plans to meet the needs of diverse clients and their families.
5. **Language Proficiency:** For students who intend to provide clinical services in another language, native or near native fluency in another language

Requirements

• Coursework

- **CSD 518** Cultural and Linguistic Issues in Communication Sciences and Disorders
- **CSD 525** Public School Methods in a Diverse Society
- **CSD 586** Multicultural and Multilingual Topics in CSD: Research and Best Practices. This course is designed to provide students with advanced level knowledge of evidence-based assessment and intervention methods for multilingual children and adults.
- 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 Speech Sound Disorders, CSD 516 Language and Academic Literacies in K-12 Classrooms: Assessment and Intervention; CSD 515 Adult Language Disorders)
- **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 per ISBE Administrative Code Section 226.800 f) 5).

- **Master's Research**

- 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.

- **Language Proficiency**

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

- **Clinical Practicum**

- Minimum 25 clinical hours (client and/or family) with multicultural/multilingual clients 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 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

Brenda K. Gorman, Ph.D., CCC-SLP. Dr. 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 in Austin, Texas. 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 investigates language and literacy assessment and intervention in bilinguals.

Susanna Vargas, Ph.D., CCC-SLP. Dr. Vargas is a Spanish bilingual speech-language pathologist with extensive clinical experience in urban public school settings and in home-based services through the Illinois Early Intervention Program. Her primary clinical areas of interest include assessment and intervention of language disorders in children and adolescents; the relationship between oral language skills and development of literacy skills;

bilingual language acquisition with emphasis on morpho-syntactic development; and differential diagnosis in diverse linguistic and cultural populations. She has completed training in *The SOS Approach to Feeding* and the It Takes Two to Talk Hanen Program® for parents of children with language delays. Dr. Vargas has worked as a clinical educator/supervisor for graduate students, as well as taught undergraduate and graduate courses in phonetics, child language development, school-age language and literacy development and disorders, and Spanish-language acquisition and disorders. Her research has examined morphosyntactic development in Spanish-speaking children and the use narrative language sampling analysis for cross-linguistic comparisons in Spanish-speaking bilingual children.

[Dr. Ruiying Ding, Ph.D., CCC-SLP](#). Dr. 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 Ph.D., CCC-SLP](#). Dr. 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 neurogenics 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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