

**SPECIAL PROGRAM IN LINGUISTIC AND CULTURAL DIVERSITY
(BILINGUAL EMPHASIS)**

**DEPARTMENT OF COMMUNICATIVE DISORDERS
CALIFORNIA STATE UNIVERSITY, LONG BEACH**

**Carolyn Conway Madding, Ph.D.
Professor and Chair**

Since 1989, the Department of Communicative Disorders at California State University, Long Beach (CSULB), has included a special emphasis in linguistic and cultural diversity in both its undergraduate and graduate programs. The American Speech-Language-Hearing Association (ASHA) has recognized the curricular focus at CSULB by inclusion in its list of Bilingual Emphasis Programs. ASHA honored the graduate program at CSULB in 1999, with a singular award of Excellence in Training for Service Provision to Culturally and Linguistically Diverse Clients.

There are three required courses encompassing issues of diversity at the upper-division undergraduate level at CSULB. Thus, all of our B.A. graduates are grounded in bilingual assessment and clinical management, and cultural-specific and geopolitical factors affecting service delivery.

At the graduate level, all students must enroll in a didactic and clinical course, entitled Linguistically Different Clinical Practicum. To receive the M.A. degree, each student is required to complete a minimum of 25 clinical hours in the assessment and management of clients who do not speak the language of the clinician, or whose primary/native/heritage language is different from that of the clinician. This is accomplished through the use of a trained interpreter. To date, we have graduated approximately 300 students who have completed the Linguistically Different Clinical Practicum.

For students who are bilingual, there is the opportunity to provide clinical services across a spectrum of disorders, to clients whose primary/native/heritage language is the same as the student's non-English language (e.g., a Spanish-speaking student assesses and treats a client who speaks Spanish). Students who speak, read, and write a

language other than English (e.g., Spanish, Arabic, Korean, Mandarin, Cantonese, Portuguese, or other languages), will be assigned to one or more clients for the duration of a semester. This(these) client(s) will be assigned in addition to the assignment to a client who does not speak any language spoken by the student clinician. Thus, the bilingual student will have the opportunity to work in both of her/his languages, and will have the experience of training and working through an interpreter, along with her/his fellow non-bilingual graduate students.

To our knowledge, CSULB is the only program offering both a bilingual and linguistically different experience for graduate student clinicians. We are proud of the success of the dual-purpose clinical program, and of the favorable reception our students trained in this way have received by the professional community.

The CD Department at CSULB is in the process of offering a Bilingual Certificate for graduate students who are bilingual and have completed the M.A. program. We hope that the Bilingual Certificate will be available, following university acceptance, in the near future.

Students who wish to apply to the graduate program at CSULB should address their inquiries and requests for application materials to the following:

Inquiries: Jennifer Ostergren – Graduate Advisor
ostergren@msn.com

Application packet: Anne Bykerk-Plante – Department
Coordinator ambykerk@csulb.edu

Other questions about the Bilingual Emphasis Program:
Carolyn Conway Madding, Ph.D.
Professor and Chair madding@csulb.edu

Information available on-line: CSULB – Communicative Disorders

Graduate application deadline: March 1

Thanks for your interest in the Bilingual Emphasis/Cultural and Linguistic Diversity Program at CSULB.