BILINGUAL EMPHASIS PROGRAM

The goal of the MA and AuD Bilingual and Multicultural Emphasis Program is to provide students with multiple opportunities to develop a deep understanding of variation in speech, language, and hearing across ages and abilities within the context of cultural, linguistic, and economic diversity. Students accepted into the MA/AuD program in SLHS and into this specialty area will complete a series of learning activities designed to develop first-hand understanding of communication differences and disorders for professional purposes. Note that students who have entered the Bi-MEP program in Fall of 2011 or before will be able to complete the program as planned. Currently the program is being reviewed by the department. The department will discuss the future of the Bi-MEP program with students who are admitted after 2011.

All students accepted into the MA program in speech-language pathology at the University of Minnesota complete a required course on Clinical Issues in Bilingualism and Cultural Diversity across the lifespan. Participation in the Bi-MEP program is above and beyond this required course and is completely voluntary. Students receive additional mentorship, with the expectation that they will integrate course work and clinical practicum experiences throughout their program with an expanded sense of personal and professional knowledge related to bilingualism and cultural variation. Participation in the Bi-MEP program does not add any additional cost or length to the student’s graduate training program.

Learning Activities

Students accepted into the Bilingual and Multicultural Emphasis Program (Bi-MEP) in Speech-Language Pathology or Audiology select and complete a minimum of eight different learning activities from those listed below. Learning activities are divided into five general areas: Course-related Activities, Clinical Activities, Research Activities, Professional Activities, and Language Skill-building Activities. Activities are to be selected from at least four of these five general areas. Students are also encouraged to identify other appropriate learning activities within each of these areas that can be used instead of, or in addition to, those listed. All activities should be approved by the Bi-MEP adviser. Students are to specify the type of activity and date completed on the Bi-MEP Learning Activities Summary form (PDF).

I. Course-related Activities
   a. Complete a course in a related field that focuses on some aspect of linguistic, cultural, or economic variation that is relevant to SLP or AUD. (This coursework may also be used to fulfill the “related fields” requirement in your MA or AUD program plan if it is at the 4xxx level or higher.)
   b. Complete a directed studies course with a faculty member on a particular topic related to linguistic or cultural diversity.
   c. Complete a written term paper or presentation on linguistic, cultural, or economic variation and its relevance to speech, language, or hearing disorders. (This project may also fulfill requirements for one of the required courses in the MA or AUD).
   d. Other

II. Clinical Activities
   a. Provide translating/interpreting services for clinical assessments, intervention, counseling, or in-services on one or more occasions.
   b. Participate in an approved clinical practicum with a master clinician with recognized expertise in serving linguistically or culturally diverse children or adults.
   c. Compile or develop clinical resources that may be used in the assessment, treatment, counseling, or referral of culturally or linguistically diverse clients and their families.Copies of these projects can be archived in the SLHS department or shared with the local chapter of NSSHLA. Sample projects are to: (1) develop a list of local or national resources (such as websites, materials and locations of support groups or providers) relevant to Spanish-speakers and their families with hearing loss or head injury; or (2) create culturally and linguistically appropriate educational materials (audio tapes, video tapes, brochures) on communication disorders to address the needs of different language groups; (3) develop a reading list of “cultural considerations” to be used in educating parents on language facilitation techniques for young children; or (4) develop a portfolio that explores in depth the cultural and linguistic characteristics and heterogeneity of a particular cultural or linguistic group that interests you (e.g., White Lutheran Midwesterners of Scandinavian Heritage; Black Speakers of African American English in the Midwest; the Somali Community in Minnesota etc.).
   d. Other
III. Research Activities
   a. Participate in original research on a topic related to linguistic, cultural or economic variation in the area of speech, language or hearing. This may be an independent study, a volunteer or paid research assistantship on approved projects, or completed as part of a thesis (SLP) or capstone (AUD) project.
   b. Present research findings in a public venue (at a local, national or international research forum or conference).
   c. Other

IV. Professional Activities
   b. Attend scientific presentations on language or cultural diversity at professional conferences.
   c. Complete ASHA continuing education programs related to issues in cultural or linguistic diversity. Examples of these activities include video/CD programs on assessment and intervention available in the SLHS department as well as articles printed in Language, Speech, and Hearing Services in Schools or the Perspectives publication of Special Interest Division 14 as well as some special issues of SIDs or journals.
   d. Present on a professional topic related to cultural or linguistic diversity to students, professionals or a community group.
   e. Other

V. Language Skill-building Activities
   a. Regular participation in the on-campus or community-based Spanish Vocational Group.
   b. Initiate, instruct or participate in a vocational group in another language (e.g., ASL).
   c. Develop materials for the Spanish or other language vocational groups.
   d. Complete a language class at the U or in the community setting.
   e. Volunteer to work with a group of non-native speakers of English through a local community group or campus organization. Examples of such service include working with adults learning to read, tutoring children, or working with a social group or athletic team. Local organizations that provide different service learning opportunities include Neighborhood House, Big Brother/Big Sister, the YWCA, and Courage Center.
   f. Participate in an international exchange program while an enrolled graduate student.
   g. Other

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

Disability Accommodations:
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/Students/index.html.

Mental Health Services:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

This material is available in alternative formats upon request. Please contact the Department of Speech-Language-Hearing Sciences, 115 Shevlin Hall, 612/624-3322