



CLD-EP

Cultural and Linguistic Diversity
Emphasis Program



University of Maryland

**HEARING AND
SPEECH CLINIC**

CULTURAL & LINGUISTIC DIVERSITY EMPHASIS PROGRAM (CLD-EP)

The CLD-EP is a limited enrollment program; an application is required for acceptance into the program. Students interested in the Bilingual Certificate Program must complete the CLD-EP application. A completed application includes: Google application form and a current resume. Students entering into the Bilingual Certification Program must also include proof of language proficiency.

Due dates to remember:

1. **CLD-EP information session— July 2021, provides specific program information before the application is due**
2. **Application - August 2021**
3. **Program Acceptance - late September 2021**

Questions? Contact

Eusebia Mont, Program Director
emont@umd.edu

José A. Ortiz, Bilingual Program
Coordinator jortiz5@umd.edu



CLD-EP, Cohort 3, 2019



CLD-EP, Cohort 2

CLD & Bilingual Certification Program

The Bilingual Certification Program is a component of the CLD-EP. Students interested in this program must complete the CLD-EP application. Students may participate in the CLD program without participating in the Bilingual Extension Program.

What is CLD-EP?

The goal of the CLD-EP is to develop cultural and linguistic competence for the professional practice of speech-language pathology (ASHA Scope of Practice, 2014, ASHA's Issues in Ethics: Cultural and Linguistic Competence, 2013) and broaden students' understanding of culture and language in order to minimize disparities in service delivery to CLD populations.



What is the structure of the CLD program?

The CLD-EP is completed over the two year MA program. This specialty track includes focused coursework, clinical experiences, scholarly activities, and professional activities for students.

Are there additional requirements for CLD-EP?

A 1-credit course, Seminar in Cultural and Linguistic Diversity in Communication Disorders (HESP 603), is offered as a 4-semester sequence and is required for all students in the program. HESP 603 requirements are met through completion of activities and assignments for the CLD-EP program

CLD-EP Overview

Clinical Education

Students are required to engage in both diagnostic and treatment activities with clients of a different cultural group. This clinical experience serves to broaden the exposure to culturally sensitive intervention as a part of a typical clinical caseload.

Clinical Seminars

Primarily in year-one, students examine cultural influences on communication, communication disorders, language and society through small group discussion. Clinical Seminars offer specific teaching that provides a link between theory and clinical application, active learning techniques, and an opportunity for students to become cultural brokers.

Academics & Scholarly Activities

The CLD-EP is rooted in academic and scholarly activity. Students in the program will complete an elective course that focuses on some aspect of linguistic, cultural or economic variation that is relevant to communication disorders.

All MA students are required to complete a candidacy paper or thesis. Students in the CLD-EP program must select a topic related to diversity or multiculturalism within the field of speech-language pathology.

Professional Activities

The professional activities component of CLD-EP allows students to gain experiences outside of the department. The engagement in community-based activities offers a broader perspective of CLD topics and is a critical component of the program.

The Certificate in Bilingual Speech-Language Pathology is a clinical preparation program for emerging bilingual speech-language pathologists. The core objective of the program is to provide students with the knowledge and skills needed to become qualified bilingual services providers, by meeting the criteria set forth by the American Speech-Language-Hearing Association.

Students pursuing their Bilingual Certificate will meet all requirements of the CLD-EP, and take one additional 3-credit course focused on bilingual assessment and intervention. In addition, students will be required to participate in bilingual clinical experiences.

Students will acquire all of the essential clinical competencies to work with bilingual clients. Students will be provided with clinical experiences that support the development of those skills needed to become bilingual SLPs.

ASHA requires that all practicing speech-language pathologists must demonstrate native or near-native proficiency in the language that their client speaks. Language proficiency will be assessed with the American Council on Teaching Foreign Languages (ACTFL) Oral Proficiency Interview.



What do Students Say?

“The CLD program will continue to inform my professional and personal life, and I cannot wait to watch it grow.” *Andrea Azem, CLD Cohort 1*

“I have learned innumerable ways to consider clients’ intersectional identities, whether it be through their SES background, citizenship status, religion, gender identity, and so much more. [The CLD Program] has taught me to check myself and my own biases... this is an essential component of working with diverse populations as a care-provider. When I leave this program, I know I will have the tools to treat any client that walks through a clinic door.”

Michael Pensabene, CLD Cohort 3

“The Cultural and Linguistic Diversity Emphasis Program has completely opened my eyes to the breadth of what culture is and what linguistic differences can look like. Most importantly, it has equipped me tools that make me capable and confident in interacting, evaluating, diagnosing, and designing and implementing a culturally and linguistically sensitive therapy plan. Additionally, the discussions that take place in our seminars are stimulating, challenging, and leave lasting thoughts and impressions that extend far beyond the clinic.” *Alexis Baione, CLD Cohort 3*

CLD-EP Cohort 2, ASHA Presentation, Boston, MA 2018

