

International Admissions

International students should visit the [International Student Resources](#) for information regarding procedures for international graduate admissions.

Guidelines and Procedures for Supporting the Clinical Education of Students who are Non-native Speakers of English

The program simultaneously holds the following beliefs and values which together inform the department's policies and practices specifically regarding language proficiency for speakers who are non-native speakers of English:

1. Faculty and students in the ACU MS-SLP program shall value cultural and linguistic diversity, and the increased capacity for service delivery that these provide our discipline.
2. Faculty and students must work together to ensure that all program students are adequately prepared to meet certification and licensure requirements in the United States and in Texas, which dictate that students complete a master's degree, usually in the United States (offered at ACU only in English) and pass the English-language Praxis examination in speech-language pathology (in English).
3. Program faculty, clinical educators and students must be committed to the welfare of the patients/clients/students whom we serve or are preparing to serve, which includes ensuring that services are provided in the language(s) or modality(ies) in which they can communicate most effectively.

The department's policy for English/other language proficiency reflects the understanding that English dialectal diversity merely demonstrates the scope of the varieties of English spoken in the US and abroad. Furthermore, English speakers with diverse accents are able to effectively provide speech-language services to those who have a different dialectal background. (Note: English dialectal variations are variations in the language comprised of phonological, morphological, and grammatical characteristics that distinguish dialects from one another). As expected, of all clinicians, individuals with dialects deemed diverse are able to provide SLP intervention services when they: a) "have the expected level of knowledge in normal and disordered communication", b) "have the expected level of diagnostic and clinical case management", and c) demonstrate the ability "the model the target phoneme, grammatical feature, or other aspect of speech and language that characterizes the client's particular problem", (American Speech, Language and Hearing Association, 1998). Students and professionals may also utilize other available resources to provide a needed model if the target skill varies from their own phonological, morphological, or grammatical forms. . (These same expectations are held by the program for clinicians who are L1 speakers of English and who are working with speakers of other languages, in those other languages.) By acknowledging and holding these values and beliefs, the program affirms its intention to avoid a "multilingual perspective" and to train ourselves and our students to be culturally responsive service providers..

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Based on the outline of values, beliefs and expectations above, the program requires the following regarding graduate student proficiency in English: Satisfactory documentation of English language proficiency skills such that the student can successfully complete the graduate curriculum and undergo evaluation via the Praxis examination (in English) in speech-language pathology. The office of graduate studies of Abilene Christian University outlines the English language requirements for admission of international students.

DIVERSITY AND INCLUSION

At Abilene Christian University, we believe our differences are advantages. We foster a community that respects and values a breadth of cultural backgrounds, perspectives and experiences. Our Christian values set the foundation of our mission which is “To train students for Christian leadership and service around the world.” The Office of Diversity, Equity, and Inclusion (ODEI), along with the Office of Multicultural Affairs (OMA), and the Carl Spain Center on Race Studies and Spiritual Action are working together to create bridges for learning and growth.

Together these provide educational opportunities that engage faculty, staff and students by having dialogue and encouraging self-exploration and advocacy. Our aim is to create a campus community that provides those from all walks of life an opportunity and desire to remain connected to the university’s core value, which is to live Christ-centered lives in a community that affirms their identity.



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