

## **English Proficiency**

### **Non-Native English Speakers**

Graduate students who are non-native speakers of English are assessed during their first semester of graduate school. The clinical faculty conducts informal screening of the intelligibility and oral communication, in English, of all graduate students. Any student, whatever his or her native language, who is identified by an instructor, whether academic or clinical, as having spoken or written language proficiency that does not meet the above standard will be offered the opportunity to receive assessment and intervention through appropriate venues, to include the program's Speech-Language-Hearing Center. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others. Efforts will be made to assist students in locating appropriate services/resources. Appropriateness of continuation as a student clinician in clinic will be made on a case-by-case basis if a student has been identified as presenting a deficiency in spoken and/or written English. Students who have been identified as needing services to improve their English must be approved by the Clinic Director for admission into, or continuation of, the clinical practicum experience.

### **International Students**

International students must achieve a **Test of English as a Foreign Language (TOEFL)** score of 550 (paper-based exam); 213 (computer-based exam); or 79 (iBT). They may alternatively submit a score of 6.5 or better on the **International English Language Testing System (IELTS)**. International students seeking admission should refer to the UCA website

(<http://uca.edu/international/international-graduate-admission/>) for further information.

NOTE: Institutional TOEFL results from other universities will not be accepted. Completion of an English as a Second Language program at another university will not be accepted.

### **Non-General American English Speakers**

CSD graduate students identified as presenting with language differences that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and the Clinic Director. Strategies to improve their oral and/or written proficiency will be provided to the student via documented consultation with the Academic Advisor and/or the Clinic Director, and via feedback received from clinical faculty/instructors. Documented consultation may be drafted as a clinical remediation plan. If documented consultation does not meet the student's needs, attempts will be made to provide resources for individualized intervention, including, at the student's request, the program's Speech-Language-Hearing Center. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others.

### **Students with Communication Disorders**

Students with communication disorders that may interfere with successful completion of clinical training will be counseled by their Academic Advisor and/or the Clinic Director. Students will be provided with information on assessment and intervention services available in the community, including the program's Speech, Language, and Hearing Clinic. The student will not be required to participate as a client in therapy; however, the student will be held responsible for development of communication skills sufficient to achieve effective clinical and professional interaction with clients and relevant others.