

*Please print, sign, and upload all pages of the Essential Skills and Standards Acknowledgement to your CSDCAS application. This is a required piece of your CSDCAS application for Monmouth University. Signatures are required on pages 1, 2, and 5.*

*Once your application has been verified by CSDCAS and imported by Monmouth University, you will receive an email with instructions on how to access your Applicant Portal. Through this portal, you will be able to upload this document as well as submit your **\$50 Monmouth University Application Fee.***

<b>General Information:</b>
Name: _____
Email Address: _____
Birthdate: _____

### Pre-requisite Coursework

Pre-requisite coursework is required for admission into Monmouth's Speech-Language Pathology program. This consists of 18 credits of speech-language pathology coursework: Intro to Language Development; Intro to Phonetics; Intro to Communication Disorders; Introduction to Audiology; Anatomy and Physiology of Speech and Hearing; and Speech and Hearing Science.

Students must also complete 4 classes in the areas of biological, physical and social/behavioral sciences and statistics in order to meeting [Standard IV-A](#) of the American Speech-Language Hearing Association (ASHA) for the Certificate of Clinical Competence after graduation: one course in Physical Science (Chemistry or Physics), one course in Biological Science (Biology, Anatomy and Physiology, Genetics, etc.), One course in Social/Behavioral Science (Psychology, Sociology, Anthropology, etc.) and one course in Statistics.

All of the above coursework must be successfully completed with a grade of C or better by June 1.

I understand and certify that the above coursework will be taken prior to June 1 and that enrollment in the program is contingent on successful completion of this and all coursework.

Student Signature:

Date:

**Background Questions:**

1. Have you ever been disciplined by any college, university, or professional school for: (1) unacceptable academic performance (academic probation, suspension, dismissal, etc.) or (2) conduct violations?

Yes      No

If yes, please explain:

2. Have you ever been convicted of a misdemeanor?

Yes      No

If yes, please explain:

3. Have you ever been convicted of a felony?

Yes      No

If yes, please explain:

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Essential Skills and Standards**

All prospective and current students must possess the essential skills, abilities and aptitudes necessary to complete the program's curriculum in successfully in the following categories:

- Communication
- Sensory- Observational Abilities
- Professional Behavior and Social Abilities
- Intellectual and Cognitive Abilities
- Motor Skills

These are skills, abilities and attributes that you will be expected to demonstrate during your educational and professional career. They are necessary to meet the professional requirements for state licensure and national certification as a speech language pathologist.

## **Communication**

Students must demonstrate communication skills sufficient to achieve effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA's current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Students must be able to speak, to hear and to observe patients in order to elicit information and to converse with clients with a sense of compassion and empathy. In addition, students must be able to respond in written and oral exams, interact with peers and instructors during small group discussions, and when needed, write legibly in required documents.

## **Sensory and Observational Abilities**

Students must be able to visually and auditorily identify normal and disordered communication such as fluency, articulation, voice, resonance, oral and written language, cognition, hearing, social interactions, respiration characteristics, and swallowing, including underlying structures and functions. They must also be able to observe a patient accurately and to observe, appreciate and judge nonverbal communication and manual signs in addition to verbal communication, client behavior, and other responses.

Students must be able to take a case history and perform a visual examination of various oral and cranio-facial structures (i.e. ear, throat, oral cavity, skull, etc.) using instruments and tools necessary for accurate, efficient, and timely completion of such activities. They must be able to discriminate text, numbers, tables, and graphs associated with diagnostic instruments and tests, and be able to visualize and discriminate imaging findings.

## **Professional Behavioral and Social Abilities**

Students are expected to display mature, empathic, and effective relationships with clients and faculty/staff while maintaining professional boundaries. They must recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.

In the classroom and in clinical settings, students must manage time effectively and prioritize their actions to complete professional and technical tasks within the expected time constraints. They should accept appropriate suggestions and constructive criticism and if necessary, respond by modification of behavior, and conduct themselves in an ethical and legal manner, upholding the ASHA Code of Ethics, Health Insurance Portability, and Accountability Act.

It is important for students to maintain general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.

## **Intellectual and Cognitive Abilities**

Required skills for SLP practice include comprehension, retention, synthesis, and the application of information to meet curricular and clinical demands. Students need to be able to solve problems, reason, and make sound clinical judgments in patient assessment, diagnostic planning, and therapeutic planning. They must also be able to follow detailed written and verbal instruction and to identify and communicate the limits of their knowledge to others when appropriate.

## **Motor Skills**

Students must be able to sustain the necessary physical activity level in required classroom and clinical activities and they must also be able to respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc. They must be able to sustain the necessary physical activity level required for all classroom and clinical activities (e.g., 60 minute sessions including organization and cleanup of materials, room, clinic, for treatment across ages and abilities in areas which may include oral motor and play; 2 ½ hour classes including class presentations and projects) and be responsible for their transportation to and from clinical and academic placements.

Students must efficiently manipulate the testing and treatment environment and materials without violating testing protocol and with best therapeutic practice, manipulate patient-utilized equipment (e.g. durable medical equipment to include AAC devices, hearing aids, wheelchairs, etc.) in a safe manner and be able to access all technology required for clinical management in compliance with HIPAA guidelines (i.e. billing, charting, therapy programs, etc.).

## **Disability Support Services at Monmouth University**

Monmouth University recognizes the special needs of students with disabilities who are capable, with appropriate assistance, of excelling in a demanding university environment. Accommodations and a supportive environment contribute to our students' success. Our support services for students with disabilities are specific and individualized. Students with disabilities are enrolled in regular courses and participate fully in the life of the University. One's status as a student with a disability is considered confidential. The Department of Disability Services for Students (DDS) is the contact office for students with physical, medical, learning, and psychiatric/psychological disabilities. Adjustments and modifications to a student's program of study are assessed on a case-by-case basis in consultation with the appropriate academic personnel and in consideration of University policy.

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 provide that no otherwise qualified person with a disability (student/employee/applicant) shall by reason of the disability be excluded from participation in or be denied the benefit of any program or activity receiving federal financial assistance. An otherwise qualified individual with respect to post-secondary education is one who meets the essential academic requirements and who, with reasonable academic adjustments, can fully participate in and perform the essential functions of the degree experience.

The primary purpose is to provide services that enable students to meet with success at the University, especially in the area of academics. In addition, recognition of the unique emotional needs of students with disabilities and provide support as appropriate is important.

## Eligibility for Disability Support Services

To receive services, students must submit current and adequate documentation of a condition that substantially affects a major life activity to the Department of Disability Services for Students. The documentation must present a diagnosis and provide evidence for the need of particular academic adjustments, or accommodations. The student should contact the DDS for the documentation required. Upon one's decision to attend Monmouth University, documentation should be submitted to the DDS.

**More information can be found at the DDS website:**

[http://www.monmouth.edu/academics/CSS/disability\\_services/default.asp](http://www.monmouth.edu/academics/CSS/disability_services/default.asp)

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## Essential Skills and Standards Acknowledgement

**I have read and understand the Monmouth University Speech Language Pathology Program Essential Skills and Standards Acknowledgement for Enrollment. I also understand that I must submit a \$50 application fee to Monmouth University by February 1 in order for my application to be considered.**

My signature acknowledges my understanding and, to the best of my knowledge, agreement that I meet these standards with or without reasonable accommodations. If the need should arise during my studies, I understand it is my responsibility to contact, in writing, the Department of Disability Services to determine if any specific accommodations may be necessary and can be made.

**Student Signature:**

**Date:**