



MS SLP ESSENTIAL FUNCTIONS FOR ADMISSIONS
DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

The Department of Speech-Language Pathology at California State University San Marcos strives to select applicants with the ability to become highly competent speech-language pathologists. “Competence” is defined as meeting both academic and professional standards. The Department has a responsibility to the public to produce ethically responsible clinicians who can provide clinical services to promote wellness.

In order to function in a broad variety of clinical situations, practicing clinicians must possess attributes and skills in the following areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These traits enable a student to meet graduate and professional requirements as measured by state licensure and national certification. Many skills can be learned and developed during the course of the graduate program through coursework and clinical experience. The items below, however, are inherent qualities that should be present at the point of application so the student is ready to begin academic coursework and clinical rotations when the program starts.

Communication Abilities:

A student must possess adequate communication skills to:

- Accurately model voice, fluency, articulation, and language skills needed for effective evaluation and treatment.
- Communicate proficiently in both oral and written English language.
- Demonstrate speech and language skills in English, which, at a minimum are consistent with ASHA's most current position statement on students and professionals who speak English with accents and nonstandard dialects. Refer to ([ASHA Standard \(V-A\)](#)) for additional information.
- Possess reading and writing skills sufficient to meet curricular and clinical demands.

Motor Skills:

A student must possess adequate motor skills to:

- Sustain necessary physical activity level in required classroom and clinical activities.
- Respond quickly to provide a safe environment for clients in emergency situations including fire, choking, etc.
- Access transportation to clinical and academic placements.
- Participate in classroom and clinical activities for the defined workday.



Intellectual-Cognitive Abilities:

A student must possess adequate intellectual and cognitive skills to:

- Comprehend, retain, integrate, synthesize, infer, evaluate and apply written and verbal information sufficient to meet curricular and clinical demands.

Behavioral/Social Skills:

A student must possess adequate behavioral and social attributes to:

- Recognize, show respect for, and not discriminate against individuals with disabilities and those of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds.
- Conduct oneself in an ethical, honest and legal manner, upholding the ASHA Code of Ethics, and university and federal privacy policies, in all academic, clinical and programmatic activities.
- Maintain general good physical and mental health and self-care in order not to jeopardize the health and safety of others in academic, clinical and programmatic settings.
- Demonstrate promptness and manage the use of time effectively to complete professional and technical tasks within specified time constraints, including completing and submitting assignments on time.
- Dress appropriately and professionally.
- Show respect for faculty, peers, clients, families/caregivers and other professionals.
- Appropriately separate personal and professional domains.
- Consistently follow program expectations outlined in the Student Handbook.

Any student who requires reasonable accommodations to meet these standards must inform the Program and Clinical Directors prior to the beginning of the program. The student and faculty will work with Disability Support Services to provide the support needed for the student to be successful. Further information can be found on [Disability Support Services webpage](#).