**University of Oregon Communications Disorders and Sciences Master’s Program**

**Admission Essay Questions 2022-2023**

Please complete the following tasks and upload your answers with your CSDCAS application. Answers to all of the questions are required, unless otherwise noted. Our general objectives for the questions below are to get to know you better and assess your written communication and analytic abilities, including critical thinking. Answer all questions in complete sentences and remember to check your writing to make sure it is free of typos and grammatical errors.

**1. The first set of questions asks about you and your interest in the University of Oregon. Be sure to answer each prompt completely but concisely. Provide specific details about yourself that showcase your individuality and help us understand why you will thrive at the University of Oregon specifically. You can find more information about our program here:** [**https://education.uoregon.edu/cds**](https://education.uoregon.edu/cds)**. Our admissions committee reviews responses to these questions to (a) determine students’ commitment to attending the University of Oregon, and (b) identify students who bring different types of personal, educational, and professional experiences relevant to graduate training (including those outside of the field of communication disorders) and diversity to our program (e.g., cultural, linguistic, ability, economic, geographic).**

1. **Why do you want to pursue graduate training at the University of Oregon? (200 words or less)**
2. **What unique qualities will you bring to a graduate training program in communication disorders and sciences? (200 words or less)**

**2. The next set of questions ask you about the case study detailed below. Read the case study carefully and review the table and figure. Then, use this information to answer the questions that follow. All of your responses (including those that ask for calculations) must be provided within grammatical and complete sentences. The admissions committee will review your answers for calculation accuracy (a-c) and evidence of critical thinking (d).**

Sonia is a 7-year-old Mandarin-English bilingual learner. She has been diagnosed with a language disorder secondary to a diagnosed intellectual disability. Sonia’s Speech-Language Pathologist is working on a goal to increase Sonia’s mean length of utterance (MLU) given severe and significant delays in language expression specifically. Given Sonia’s unique needs, the SLP decides to test two intervention approaches targeting MLU: intervention A and intervention B. Intervention A uses a drill-based approach with mass practice of a variety of sentence structures to encourage greater utterance length following a cueing hierarchy for prompting. Intervention B uses a more naturalistic approach where a variety of sentence structures are practiced in functional classroom activities to encourage increased length of utterances in spontaneous contexts.

The following figure compares Sonia’s mean length of utterance for Intervention A and B at pre-treatment, post-treatment, and at maintenance. Specifically, her MLU was calculated from a language sample collected during a story retell task pre-treatment, post-treatment, and maintenance.

**Figure 1. Changes in MLU across two interventions for Sonia.**

**Table 1. Performance on language sample during maintenance testing**

|  |  |  |
| --- | --- | --- |
| **Variables** | **Intervention A** | **Intervention B** |
| Total number of utterances | 94 | 125 |
| Number of utterances with grammatical errors | 31 | 52 |
| Number of different words | 62 | 79 |
| Number of total words | 224 | 298 |
| Number of un-intelligible words | 68 | 127 |
| Total number of morphemes | 310 | 412 |

1. **Referencing the bar graph in Figure 1, which intervention resulted in the greatest change from pre- to post-treatment in MLU? Which intervention resulted in the greatest change from pre-treatment to maintenance?**
2. **Using the data in Table 1, what percentage of words were intelligible in Intervention A? In Intervention B? Please show your counts and calculations as part of your answer.**
3. **Using the data in Table 1, what percentage of utterances were grammatical in Intervention A? In Intervention B? Please show your counts and calculations as part of your answer.**
4. **Based on your calculations and the data presented, which intervention appears to better meet the client’s goals and why? (100 words or less)**

**3. The final essay question allows the admission committee to analyze your writing skills as they relate to clinical writing at the graduate level. The paragraph below is an example from a clinical report. Read the paragraph carefully and rewrite the paragraph so that it is error free, clear and professional. You may change the wording and move information around, but do not add content and do not write more than six sentences.**

Presenting Concerns: Sonia was referred to the University of Oregon Clinic by her pediatriscian for treatment of language problems. She has downs syndrome. An interview with her mother revealed that she is not talking well and does not have a big vocabulary and does not talk a lot but she is a happy child. She can label most ojbects in her world but does not make sentences. She likes the color blue. She knows about ten signs and uses them to indicate things she wants to eat or have given to her.

**4. Is there anything we did not ask you, that you feel is important for us to know when reviewing your application? (Optional; no more than 2-4 sentences)**

**5. Additional Information**

**a) Do you speak another language in addition to English? \_\_\_\_\_ Yes   \_\_\_\_ No**

**If Yes, what language(s)?**

**If Yes, please rate your fluency for each language based on the following scale \_\_\_\_**

To rate your second language fluency please use the [Interagency Language Roundtable (ILR)](http://http/www.govtilr.org/Skills/IRL%20Scale%20History.htm) scale, developed by the US State Department to identify your Language Proficiency:

* Level 1 – Elementary – Can fulfill the basic needs in a language, such as ordering meals, asking time, and asking for directions.
* Level 2 – Limited Working Proficiency – Can fulfill routine social demands, such as small talk about one’s self, one’s family, and current events.
* Level 3 – Professional Working Proficiency – Can discuss a variety of topics with ease and almost completely understand what others are saying.
* Level 4 – Full Professional Proficiency – Can participate in all manners of conversations with ease and only rarely makes grammatical mistakes.
* Level 5 – Native or Bilingual Proficiency – Can use the language the way an educated native speaker of the language would.

**b) We know interests often change during graduate school; however, are you currently interested in:**

* **The medical setting;**
* **The schools or early intervention setting; or**
* **Undecided.**

**Please indicate your choice here:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**c) Please read the following informational paragraph.** Our program requires that admitted students pass a background check prior to beginning the program. Background screenings may include checking state and federal criminal records and sex offender registries. If your background screening shows that you have a criminal record or are listed as a sex offender, you may not be able to secure clinical placements. This background check would be conducted after students accept an offer of admission and before they begin the program. The state of Oregon may deny licensure for individuals who have been found guilty of committing acts which are contrary to public health and safety.

**I affirm that I understand the above information and recognize that my enrollment is subject to completing a background check.**

**Please type full name here:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_