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

**Admission Essay Questions 2024-2025**

Please complete the following questions and upload your answers with your CSDCAS application. **Answers to all the questions are required, unless otherwise noted.**

We ask these questions to learn more about you and assess your written communication and analytic abilities, including critical thinking. More specific objectives for each question are provided below. Answer all questions in complete sentences and check your writing to make sure it is free of errors.

1. **The first set of questions asks about you and your interest in the University of Oregon. Provide specific details about yourself that showcase your individuality and help us understand why you will thrive at the University of Oregon specifically.**

**A 300 combined word limit applies to all responses (a-c) for question 1.**

We review responses to these questions to

* determine students’ commitment to attending the University of Oregon,
* 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 who add diversity to our program (e.g., cultural, linguistic, ability, economic, geographic), and
* seek evidence of skills and qualities beyond academic performance which point to future clinical success.
1. Describe why you are pursuing a master’s degree in speech language pathology. How will this degree allow you to meet your future goals?
2. Discuss why you would like to pursue your graduate training through the CDS program at University of Oregon. What specifically about this program appeals to you?

1. What unique qualities will you bring to a graduate training program in communication disorders and sciences and the field of Speech-Language Pathology? Include how your personal identity and lived experiences will impact your graduate work and future practice as a clinician.

In this question, you may wish to provide an example of challenges you have faced, such as overcoming hardship or demonstrating resiliency, and describe how your experience will inform your clinical practice.

**Enter responses to questions 1a-1c below this line.**

1. **The next question asks you about the case study detailed below. Read the case study carefully and then answer the following questions in a well-developed, organized paragraph.** The admissions committee will review your response for relevance and clarity of response, evidence of critical thinking about the case, and writing skills commensurate with graduate student expectations.
2. Describe two additional pieces of information, beyond the data presented below, you would need to determine relevant treatment outcomes; and
3. Discuss your rationale for including that information. How would this information further assist in meaningful treatment results for the client?

**CASE STUDY:**

 Sonia is a 7-year-old Mandarin-English bilingual learner. She has been diagnosed with a language disorder secondary to a diagnosed intellectual disability and receives speech-language services though her elementary school and a community clinic. Sonia’s school Speech-Language Pathologist is working on a goal to increase Sonia’s mean length of utterance (MLU) given 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 |

**Enter responses to questions 2a-2b below this line.**

1. **This question is optional. Is there anything about your educational background which is important for evaluating your application but not apparent from the other application components?** For example, you may wish to discuss poor grades and your improvement as a student, the match between your GPA and potential, and/or any other relevant academic issues you feel are not covered in your application materials.

**Enter response to question 3 below this line.**

1. **Language Proficiency**

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

**If Yes, please list each language AND rate your fluency for each using the following scale.**

To rate your second language fluency please use the Interagency Language Roundtable (ILR) scale (<https://www.govtilr.org/Skills/ILRscale2.htm>), 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.

**Enter response to question 4 below this line. Be sure to list each language AND level of fluency.**

1. **We know interests often change during graduate school; however, are you currently interested in (select one):**

\_\_\_ The medical setting;

\_\_\_ The schools or early intervention setting; or

\_\_\_ Undecided.

**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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_