

Info to students in selecting references:

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Thank you for your interest in applying to the MA SLP program at the University of Kansas. The Admissions Committee uses a holistic admissions process. Thus, we are looking for specific information from your reference letters that complement the other information in your application. It is rare that one person can address all the qualities we are evaluating in these letters. You should think carefully about the combination of people who can collectively address the skills we need information on. Below is a chart to assist you in identifying people who can speak to the various skills we are looking for. In general, it is recommended that at least one of your references be from a professor who can speak to your academic ability and preparation for graduate study in speech-language-hearing.

In the table below, write the name of each of your references and then check off the skills that each one can strongly address. Ideally, you should have two people who can address each skill. At a minimum, be sure to have at least one person who can address each skill.

	Letter 1 = _____	Letter 2 = _____	Letter 3 = _____
<i>Academic ability and preparation:</i> How does the student demonstrate a firm foundation in core speech-language-hearing (or related) concepts?			
<i>Communication skills:</i> How has the student demonstrated an ability to communicate clearly and effectively in spoken and/or written formats?			
<i>Interpersonal skills:</i> How has the student demonstrated an ability to work collaboratively and effectively with a wide range of people?			
<i>Analytical skills:</i> How has the student demonstrated a firm foundation in research, critical thinking, and/or clinical application?			
<i>Potential for professionalism:</i> How has the student demonstrated an ability to be organized, reliable, and respectful? How has the student demonstrated an ability to grow from constructive feedback?			
<i>Potential for leadership:</i> How has the student demonstrated leadership skills?			
<i>Cultural and linguistic diversity:</i> How has the student demonstrated an understanding of diversity and/or the ability to work effectively with people from a variety of backgrounds that differ from their own? How does the student demonstrate knowledge or proficiency of languages or dialects other than standard American English?			

When contacting your references, be sure to give them the Instructions for Reference Letters and also highlight for them the skills that you think they will be able to address. You may wish to suggest some specific instances when they would have had an opportunity to observe those skills. This will help jog your references' memory and hopefully lead to a richer and more detailed letter. Note that we

will also ask each letter writer to describe other items about their relationship with you and your potential contributions to our program. Again, it will be helpful to your references if you provide these details in the information you give them so that they will not have to look up the information.

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## Instructions for Reference Letter Writers (Adapted from Association of American Medical Colleges)

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Thank you for agreeing to write a letter of reference for a student applying to the MA SLP program at the University of Kansas. The Admissions Committee uses a holistic admissions process. Thus, we are looking for specific information in your letter to complement the other information we will receive in the student's application.

To save you time and focus your letter, please do NOT comment on the following items, which will already be present in the application, unless you are providing context to help us interpret those items (e.g., GPA may be lower than others because the student has been working full-time; grade in your class was the top grade for the semester).

1. Grades in specific classes
2. Overall GPA
3. GPA in the major
4. GRE scores
5. Student activities (will be listed on student's resume)

Instead, please focus your letter on the following topics, which will not be evident from other items in the application. Quality is more important than letter length. Focus on the applicant, rather than details about the lab, course, assignment, job, or institution. Finally, please provide an accurate assessment of the applicant's suitability for graduate study and for a career as an SLP. None of our applicants is perfect. We are looking for an accurate assessment of each student's strengths and weaknesses so that we can determine if our program is the best fit for the student.

1. Briefly explain your relationship with the applicant:
  - a. How long have you know the applicant?
  - b. In what capacity have you interacted with the applicant?
  - c. How would you compare this student to others? Please be specific about the comparison group (e.g., students in the class you taught, students in your department, other student employees you supervise) and provide a rationale for your final comparison.
2. Document unique contributions to the incoming class:
  - a. Describe obstacles that the applicant had to overcome, and if applicable, how those obstacles led to new learning and growth.
  - b. Explain how the applicant may contribute to the program's and the field's diversity, broadly defined (e.g., background, attributes, experiences, etc).
  - c. Note. If you write about any information that could be considered potentially sensitive, confirm with the applicant that s/he is comfortable with the inclusion of that information.
3. Describe core, entry-level competencies: Describe how the applicant has, or has not, demonstrated any of the following competencies important for graduate study and a career as an SLP. Only comment on areas that you have had opportunity to observe.
  - a. *Academic ability and preparation*: How does the student demonstrate a firm foundation in core speech-language-hearing (or related) concepts?
  - b. *Communication skills*: How has the student demonstrated an ability to communicate clearly and effectively in spoken and/or written formats?

- c. *Interpersonal skills*: How has the student demonstrated an ability to work collaboratively and effectively with a wide range of people?
  - d. *Analytical skills*: How has the student demonstrated a firm foundation in research, critical thinking, and/or clinical application?
  - e. *Potential for professionalism*: How has the student demonstrated an ability to be organized, reliable, and respectful? How has the student demonstrated an ability to grow from constructive feedback?
  - f. *Potential for leadership*: How has the student demonstrated leadership skills?
  - g. *Cultural and linguistic diversity*: How has the student demonstrated an understanding of diversity and/or the ability to work effectively with people from a variety of backgrounds that differ from their own? How does the student demonstrate knowledge or proficiency of languages or dialects other than standard American English?
4. Provide an overall recommendation:
- a. *Academic letter writers*: Would you admit this student to your graduate program? Why or why not?
  - b. *Non-academic letter writers*: Would you want to work with this student once s/he is a practicing speech-language pathologist? Why or why not?

## Instructions to Students for Creating a Resume

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Thank you for your interest in applying to the MA SLP program at the University of Kansas. The Admissions Committee uses a holistic admissions process. Thus, we are looking for specific information in your resume that complements the other information in your application. Below is a list of skills that we look for in your resume. It is not necessary that all skills be visible on your resume. There are other places in the application where you can demonstrate these same skills. Don't be discouraged if you do not have experience in every category.

1. *Academic ability and preparation:* Students need a firm foundation in core speech-language-hearing concepts as well as broader knowledge of related fields so that they are able to learn how to apply this knowledge to clinical situations.
  - a. Items to include on resume: Co-majors, minors, certificates that show knowledge of related skills.
2. *Communication skills:* SLPs need to communicate clearly and effectively with clients, families, and other professionals in both spoken and written formats.
  - a. Items to include on resume: any experiences related to spoken or written communication (e.g., writing for the school paper, participation in debate, research presentations, jobs involving communication)
3. *Interpersonal skills:* SLPs work with clients, families, and other professionals. Thus, SLPs need to be able to work collaboratively and effectively with a wide range of people.
  - a. Items to include on resume: any experience with (1) teamwork (e.g., volunteer or job experience involving working in a group to complete a task); (2) working with others in any context, especially individuals with disabilities (e.g., nanny experience, preschool teaching experience, volunteer experience); (3) clinical experience (e.g., clinical practicum)
4. *Analytical skills:* As part of evidence-based practice, SLPs must critically read, analyze, interpret and apply research to clinical practice. Thus, SLPs need a firm foundation in research, critical thinking, and clinical application.
  - a. Items to include on resume: volunteer or paid experience in a research lab, honors or senior thesis; other experiential learning that required critical thinking or clinical application, such as a clinical experience (e.g., clinical practicum).
5. *Potential for leadership:* SLPs advocate for their clients to ensure that appropriate services are received. Likewise, many SLPs choose to advocate for the profession at the local, state, or national level.
  - a. Items to include on resume: any leadership experience, including officer positions in a volunteer organization and/or increasing levels of responsibility within a paid position
6. *Cultural and linguistic diversity:* SLPs have diverse and multilingual caseloads requiring them to value and work effectively with people from a variety of backgrounds that differ from their own.
  - a. Items to include on resume: personal or academic cultural experiences, including languages spoken (other than English), study abroad experience, volunteer or job experience in communities that differ from your own.

### Tips

1. Visit your university's career center for assistance in constructing your resume. Brainstorm experiences in each of the six areas listed above and share that draft list along with these instructions with your career center. Your career center will be able to give you advice on how to best display the information.

2. Be sure to use transparent labels or explain programs that may not be common across universities. For example, **don't** list an acronym (e.g., GAP). Use the full name (e.g., Global Awareness Program Certificate). If the meaning isn't obvious from the name (e.g., "She got a certificate in looking at globes?!? What does that have to do with graduate school?!?"), provide a brief explanation (e.g., Global Awareness Program Certificate: A program combining academic, co-curricular, and international experience to develop cultural competence).
3. As much as possible, use the terms listed in the 6 areas above, either as headers on your resume or in the explanation of different experiences. This will make it obvious to the committee how the experiences relate to your preparation for graduate study and your potential for a successful career as an SLP.
4. Don't be afraid to provide details. Just listing something on your resume doesn't always tell the full story. The committee wants to know what you actually did and accomplished in different experiences.
5. Do pick a format and style for your resume that is professional, clear, concise, and clean (see <http://career.ku.edu/resumes>). Your resume should be easy to read and easy to skim.
6. **DON'T** use resume templates that come with your word processing program (e.g., Microsoft Word). These tend to be inflexible making it difficult to make the format fit your needs.

# Audi Torry Lerner

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## Education

The University of Kansas  
Bachelor of Science in Applied Behavioral Sciences  
Minor in Leadership Studies, Specialization in Community Health and Development  
Overall GPA: 3.52, *Completed SPLH pre-requisite coursework*

Lawrence, KS  
Expected May 2018

Butler County Community College  
Associate of Arts in Exercise Science  
Overall GPA: 3.67

El Dorado, KS  
May 2016

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## Practicum

City of Lawrence, Parks and Recreation  
Lawrence, KS  
August 2017 - May 2018

- Proposed new health initiative for educating elementary students in making nutritional food choices during after-school activities
- Assessed program efficacy with data collected from pre/post surveys highlighting successful intervention strategies
- Gained experience assisting staff in creating fitness programming, organizing data, and meeting with local businesses to promote city-sponsored health classes
- Supported the Mayor's Health Task Force by examining community-level health barriers

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## Experience

Sedgwick County Youth Softball League  
Wichita, KS  
Camp Leader  
May - August 2013 - 2014

- Coordinated athletic activities and learning experiences for over 300 children ages 8-13
- Provided leadership and mentoring through connecting with a diverse group of adolescents from area elementary and middle schools
- Taught fundamental rules, techniques, and strategies of softball for beginning learners

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## Certifications/Specialized Training

KU Leadership Engagement Certificate  
May 2017

- Participated in Peer Leadership Consultants training via KU Student Involvement Leadership Center
- Gained experience in peer mentoring, group dynamics, and conflict resolution through supervised campus engagement with first-year student athletes
- Completed coursework, personal reflection, and statement of purpose

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## Extracurricular Activities

University of Kansas Women's Softball  
Lawrence, KS  
*Big XII Division I Student-Athlete*  
June 2016 - Present

- Dedicated 30+ hours a week to preparing for and competing in NCAA practices, games, tournaments, and scrimmages in a competitive athletic environment
- Embodied team spirit of integrity, sportsmanship, and competition through encouraging teammates, modeling leadership, and participating in all team events

Butler County Community College Women's Softball  
El Dorado, KS  
*National Junior College Athletic Association Student-Athlete*  
June 2014 - May 2016

- Received All-Academic Honors softball scholarship through commitment to coursework
- Elected to be host and visitor guide for Butler County alumni and potential recruits
- Member of 2015 NJCAA Division Championship softball team

# Vye G. Otsky

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## **EDUCATION**

The University of Kansas

Bachelor of Science in Speech-Language and Hearing, Minor in Psychology

Major GPA/Overall GPA: 3.75/3.4

Lawrence, Kansas

Anticipated May 2017

## **RELEVANT EXPERIENCE**

KU Speech-Language Hearing Department

*Research Assistant*

Lawrence, Kansas

September 2016 - Present

- Assisted graduate students under the supervision of Dr. John Watson in the Verbal Transformation Effect laboratory
- Conducted research regarding causes of glottal speech characteristics on speech perception of adolescents from area middle and high schools
- Displayed acute attention to detail in coding, summarizing, and editing related research

Camp Heart-to-Heart

*Counselor, Peer Mentor*

St. Louis, Missouri

Summers 2015 – 2016

- Advanced to Peer Mentor through proven leadership and promotion of services for diverse populations
- Completed two weeks of full-time training to assist adults with limited physical and intellectual abilities
- Served as a camp counselor and provided services for individuals' daily activities including eating, dressing, and communicating, while assisting with creativity workshops and adhering to safety guidelines

## **ADDITIONAL EXPERIENCE**

Alpha Alpha Alpha, Beta Chapter, Service Committee

*Committee Chair*

Lawrence, Kansas

August 2014 - Present

- Selected as chair of committee to coordinate community relationships with area nonprofit organizations
- Encouraged involvement in service work among sorority members by promoting events and sponsoring fundraisers each semester benefitting the Lawrence Humane Society

Hilltop Child Development Center

*Teacher's Aid*

Lawrence, Kansas

October 2013 – May 2015

- Assisted staff and students in childcare monitoring and teaching preschool children ages 2-5 years
- Created lesson plans to improve reading, writing, speaking, and listening skills for a variety of students
- Communicated with families in order to relay daily activities, developmental progress, and discipline issues

## **COMMUNITY INVOLVEMENT**

Big Brothers Big Sisters, Sunshine Elementary School

*Childcare Volunteer, Tutor*

Lawrence, Kansas

August 2014 - Present

- Provided afterschool childcare through the creation of games, projects, and extracurricular activities
- Tutored students of varying abilities in subjects of writing, reading comprehension, and phonics
- Utilized language skills in order to communicate with Hard-of-Hearing and Spanish-speaking children

## **HONORS AND AWARDS**

- University of Kansas Speech-Language Hearing Association, Member, 2015 - Present
- Psi Chi, Member, 2015 – Present
- Dean's Honor Roll, 6 semesters, 2014 – Present
- Alpha Alpha Alpha, Beta Chapter, Member, 2013- Present
- University of Kansas Merit Scholarship, 2013 – Present

## **LANGUAGE SKILLS**

Fluency in American Sign Language

Proficiency in spoken and written Spanish

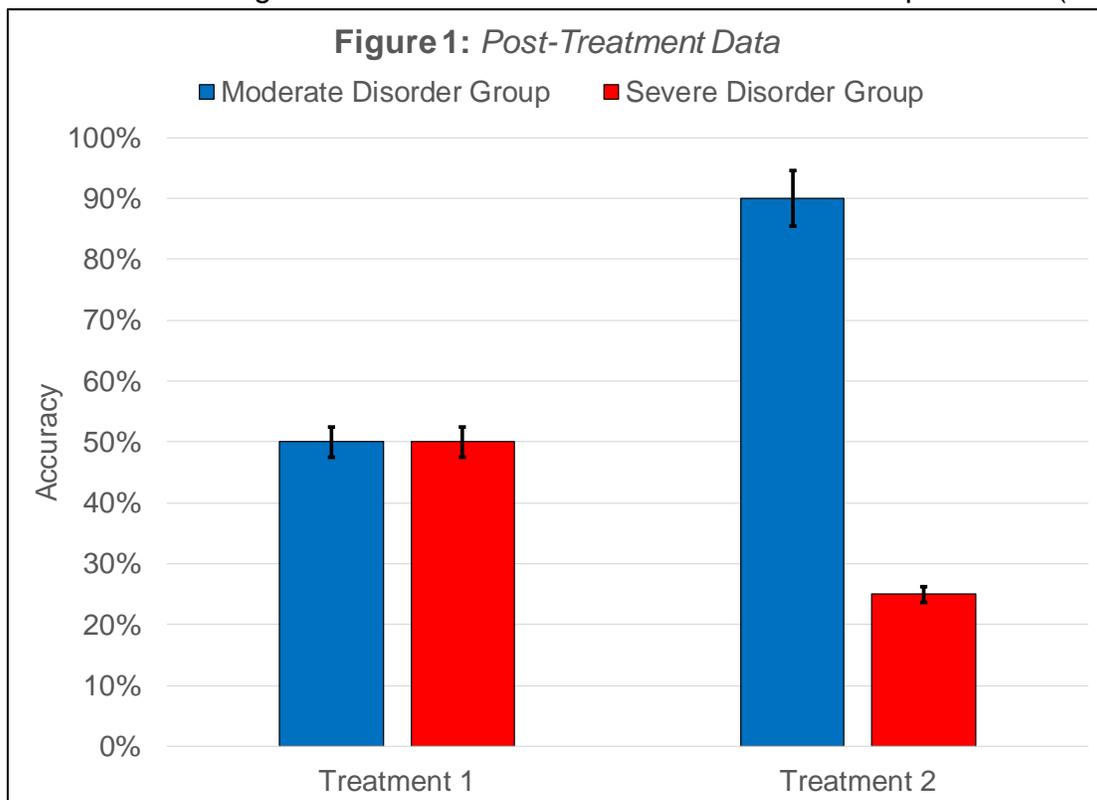
## Essay

Current essay prompts are (with 500 word limit):

1. Describe a challenge you have had to face and your approach to overcoming that challenge.
2. Describe a time in the last three years when you went beyond what was required or defined.
3. Describe two of your own character traits: one that sets you apart in a positive way from your peers and one that you will have to improve or compensate in order to be successful in graduate school.

Proposed NEW essay prompts.

1. What is the one thing that sets you apart from other candidates applying to our graduate program? (350 word limit)
2. Examine the data in Figure 1. Describe the results and the clinical implications. (150 word limit)



## Instructions for Admissions Committee Members

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The Intercampus Program in Communicative Disorders values diversity of skills, experiences, and perspectives in students applying to the MA SLP program. In general, the Admissions Committee is attempting to identify students that will have success both in graduate school and as a speech-language pathologist. For both of these outcomes, students need the following skills for success:

1. *Academic ability and preparation:* Students need a firm foundation in core speech-language-hearing concepts as well as broader knowledge of related fields so that they are able to learn how to apply this knowledge to clinical situations.
  - a. Measures used for evaluation: SPLH GPA, Overall GPA, letters of reference, resume, GRE scores
2. *Communication skills:* SLPs need to communicate clearly and effectively with clients, families, and other professionals in both spoken and written formats.
  - a. Measures used for evaluation: student essay, letters of reference, resume, Verbal and Analytical Writing GRE scores
3. *Interpersonal skills:* SLPs work with clients, families, and other professionals. Thus, SLPs need to be able to work collaboratively and effectively with a wide range of people.
  - a. Measures used for evaluation: resume (for experience with (1) teamwork; (2) working with others in any context, especially individuals with disabilities; (3) clinical experience); letters of reference
4. *Analytical skills:* As part of evidence-based practice, SLPs must critically read, analyze, interpret and apply research to clinical practice. Thus, SLPs need a firm foundation in research, critical thinking, and clinical application.
  - a. Measures used for evaluation: data essay, resume (for research & clinical experience); letters of reference
5. *Potential for professionalism:* SLPs work in busy (sometimes stressful) environments. SLPs need to be organized, reliable, and respectful. In addition, beginning SLPs are always learning and improving. SLPs need to be able to grow from constructive feedback.
  - a. Measures used for evaluation: letters of reference; student essay
6. *Potential for leadership:* SLPs advocate for their clients to ensure that appropriate services are received. Likewise, many SLPs choose to advocate for the profession at the local, state, or national level.
  - a. Measures used for evaluation: resume (for leadership experience); letters of reference
7. *Cultural and linguistic diversity:* SLPs have diverse and multilingual caseloads requiring them to value and work effectively with people from a variety of backgrounds that differ from their own.
  - a. Measures used for evaluation: resume (for personal or academic cultural experiences); letters of reference

### **Reducing bias in admissions decisions**

[Following excerpt taken from <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>]

“Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are **activated involuntarily and without an individual’s awareness or intentional control**. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

### A Few Key Characteristics of Implicit Biases:

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.”

[Following is taken from Storkel’s notes from an NSF training on rating fellowship proposals].

Importantly, implicit biases influence judgements more in ambiguous situations. That is, if a person is clearly qualified (e.g., overwhelming strengths) or clearly unqualified (e.g., overwhelming weaknesses), judgement and decision-making are relatively unaffected by implicit biases. In contrast, when a mix of strengths and weaknesses are present, judgement and decision-making are more affected by implicit biases, meaning that a candidate with “majority” characteristics is likely to be rated more highly than a candidate with “minority” characteristics (where majority and minority refers to frequency of particular characteristics).

To reduce bias in admissions decisions:

1. Be aware that bias exists so that you can identify when it may occur and influence your decisions.
2. Decrease time pressure in reviewing applications so that you don’t succumb to unconscious shortcuts and can carefully and objectively review each application.
3. Rate applications on explicit criteria to increase the objectiveness of your judgements and decisions.
4. Point to specific evidence supporting your judgments and decisions. For example, don’t say this applicant is less qualified, but say specifically what is lacking in the application. This allows you and others to check whether your judgements and decisions appear to be based on facts rather than impressions.
5. Consider the opportunities available to each applicant and whether they made full use of those opportunities. That is, don’t look for only one option for demonstrating a particular skill (e.g., study abroad as the only option for demonstrating cultural and linguistic diversity where study abroad may be cost and time prohibitive for many students).
6. Don’t over-interpret small numeric differences. Consider what increment for any given score is a meaningful difference. See below for information specific to GPA and GRE.
7. Ties are allowed in final rankings so that reviewers are not forced to interpret small differences between applicants as significant, e.g., 1, 1, 3, 4, 5, 5, 7, 8, 8, 8, 11...

Competitive range = the typical scores of the students we admit.

**GPA:** Competitive Range 3.60-4.00 (M +/- 1SD); M ~ 3.80, SD ~ 0.20

<b>4.00</b>	All As;	A = Outstanding Achievement
<b>3.75</b>	Majority As	B = High Achievement
<b>3.50</b>	Half As & Half Bs	C = Acceptable Achievement
<b>3.25</b>	Majority Bs	D = Minimal Achievement
<b>3.00</b>	All Bs	F = Inadequate Achievement

M = Mean, SD = Standard Deviation

1SD should be thought of as the smallest meaningful difference. Reviewers may choose an even larger increment to define a meaningful difference.

**GRE Verbal:** Competitive Range 149-162 (M +/- 1SD); M ~ 155, SD ~ 7

**GRE Math:** Competitive Range 146-157 (M +/- 1SD); M ~ 152, SD ~ 6

<b>Verbal &amp; Math: Intended Mean</b>	150	The intended M & SD are provided by the test developer.
<b>Verbal &amp; Math: Intended SD</b>	8.75	The goal is for an average score to be 150.
<b>Verbal &amp; Math: SEM</b>	~2.0-3.0	SEM = Standard error of measurement = how much a score could change, in either direction, upon re-taking the test.

**GRE Writing:** Competitive Range 3.6-4.9 (M +/- 1SD); M ~ 4.2, SD ~ 0.7

<b>Mean</b>	3.6
<b>SD</b>	0.9
<b>5.5 &amp; 6</b>	Sustains <i>insightful, in-depth</i> analysis of complex ideas; develops and supports main points with <i>logically compelling</i> reasons and/or highly persuasive examples; is well focused and <i>well organized</i> ; skillfully uses sentence variety and precise vocabulary to convey meaning effectively; demonstrates superior facility with sentence structure and language usage, but may have <i>minor errors that do not interfere with meaning</i> .
<b>4.5 &amp; 5</b>	Provides generally <i>thoughtful</i> analysis of complex ideas; develops and supports main points with <i>logically sound</i> reasons and/or well-chosen examples; is generally focused and <i>well organized</i> ; uses sentence variety and vocabulary to convey meaning clearly; demonstrates good control of sentence structure and language usage, but may have <i>minor errors that do not interfere with meaning</i> .
<b>3.5 &amp; 4</b>	Provides <i>competent</i> analysis of ideas; develops and supports main points with <i>relevant reasons</i> and/or examples; is <i>adequately organized</i> ; conveys meaning with <i>reasonable clarity</i> ; demonstrates satisfactory control of sentence structure and language usage, but may have some errors that affect clarity.
<b>2.5 &amp; 3</b>	Displays <i>some competence</i> in analytical writing, although the <i>writing is flawed</i> in at least one of the following ways: <i>limited analysis</i> or development; <i>weak organization</i> ; weak control of sentence structure or language usage, with errors that often result in <i>vagueness</i> or <i>lack of clarity</i> .
<b>1.5 &amp; 2</b>	Displays <i>serious weaknesses</i> in analytical writing. The writing is <i>seriously flawed</i> in at least one of the following ways: serious lack of analysis or development; lack of organization; serious and frequent problems in sentence structure or language usage, with errors that obscure meaning.
<b>0.5 &amp; 1</b>	Displays <i>fundamental deficiencies</i> in analytical writing. The writing is <i>fundamentally flawed</i> in at least one of the following ways: content that is extremely confusing or mostly irrelevant to the assigned tasks; little or no development; severe and pervasive errors that result in incoherence.

Suggested Rubric

Measures	Skill	1: Excellent	2: Very Good	3: Good/Avg	4: Below Avg	5: Poor	Comments
Essay	Communication Skills						
	Potential for Professionalism						
SPLH GPA	Academic Ability & Preparation						
Resume	Academic Ability & Preparation						
	Communication Skills						
	Interpersonal Skills						
	Research Skills						
	Potential for Leadership						
	Cultural & Linguistic Diversity						
Overall GPA	Academic Ability & Preparation						
GRE-Writing	Academic Ability & Preparation						
	Communication Skills						
GRE-Math	Academic Ability & Preparation						
GRE-Verbal	Academic Ability & Preparation						
	Communication Skills						
References	Academic Ability & Preparation						
	Communication Skills						
	Interpersonal Skills						
	Research Skills						
	Potential for Professionalism						
	Potential for Leadership						
	Cultural & Linguistic Diversity						
Average (must enter # in scores above)	Academic Ability & Preparation	#DIV/0!		7 measures			<b>Overall Rating or Ranking</b>
	Communication Skills	#DIV/0!		5 measures			
	Interpersonal Skills	#DIV/0!		2 measures			*Ties are allowed (1, 1, 3, 4, 5, 5, 7..)
	Research Skills	#DIV/0!		2 measures			
	Potential for Professionalism	#DIV/0!		2 measures			
	Potential for Leadership	#DIV/0!		2 measures			
	Cultural & Linguistic Diversity	#DIV/0!		2 measures			
	Lower score = better						