

**SLHS Department M.S. Applicant Evaluation Rubric
For Fall 2021 Admission
(Subject to change in future admission cycles)**

Applicant Name:

Reviewer 1:

Reviewer 2:

Requirements met? (Check if met)

- 3.0 GPA or better in undergrad degree or last 60 semester (90 quarter) units completed
- Completed ASHA requirements: 1) Biology, 2) statistics, 3) social science, 4) chemistry/physics
- Undergrad degree, post-bacc, or minimum number of prerequisites in SLHS

Sum of Scores

	/ 3	Academic performance
	/ 5	Interpersonal/team skills
	/ 5	Writing Skills
	/ 5	Commitment to diversity, equity, inclusion & social justice
/ 18	/ 18	Total Score

Academic Performance

- 3 – consistently strong performance on prerequisites
- 2 – variable performance on prerequisites (but consider context, life circumstances, etc.)
- 1 – consistently poor performance

Interpersonal & Team Skills

Experience working in a team. Respect for others, especially for the lived experience of communication disabilities. Responsibility. Compassion. Collaboration. Collective problem-solving.

- 5 = Insight from experiences
- 4 = Described experiences
- 3 = Listed experiences
- 2 = Default

Writing Skills 2.5 is minimum cutoff

Category	Description	0, .5 or 1*
Organization	A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as ideas are well ordered.	
Focus	In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the core ideas without running off on too many tangents.	
Ideas and Themes	Does your statement of purpose have clearly identifiable ideas and themes?	
Language	Does your statement of purpose include precise and accurate word choices and well-crafted sentences? We do look for excellence in grammar and style. However, the writer is not restricted to the grammar of the Standardized American English dialect, if another English dialect is preferred.	
Voice	Write from a perspective that is unique to you. Be true to your authentic voice, because it is the most impactful voice you have. Your essay should tell us who you are and capture your unique story. This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.	

Commitment to Diversity, Equity & Social Justice

STATEMENT OF PURPOSE: The Mission of the Department of Speech, Language and Hearing Sciences (SLHS) at San Francisco State University (SFSU) is based on our commitment to antiracism and other forms of anti-discrimination. Applicants must submit an essay outlining personal attributes and professional experiences that illustrate a potential for excellence in the field and demonstrate your commitment to anti-discrimination. The essay should include a brief discussion of your future professional and academic goals, as well as your potential contribution to the improvement of services for individuals from under-served communities. In the field of speech, language and hearing sciences, under-served communities include those from communities that are non-White, non-monolingual English speaking, low-income, and have limited access to quality healthcare and education. You must identify and discuss how you wish to challenge barriers to accessible, equitable and transformative communication for individuals with communication disabilities, especially those from under-served communities. We also invite you to discuss your own background and life experiences that make you uniquely qualified to address the needs of under-served communities. The essay should be no longer than three double-spaced pages. Below is the rubric for the statement of purpose. To meet the Written English Proficiency Requirement, applicant must receive a score of 2.5 or higher.

- 5 = Strong commitment to equity/justice, strong self-reflection, clearly articulated, concrete professional & academic goals, bring skills/competencies/experiences towards that goal
- 4 = Commitment equity/justice, good self-reflection, explained relatively well, not as coherent in goals and intentionality.
- 3 = Strong discussion on diversity but no mention of equity. The diversity approach emphasizes differences and commonalities among groups and promotes the appreciation of those differences. It does not necessarily take into account, however, the ways in which inequality and oppression fundamentally shape how diversity is experienced.
- 2 = No in-depth self-reflection
- 1 = Mentioned these themes, but little substance (e.g., no specifics, feels like lip service), no self-reflection
- 0 = Not Met = Did not address (**Cannot admit**)

Has the Candidate Completed the Minimum Number of Prerequisites SLHS Courses?
Completed 6 at the time of application and, if accepted, will complete 9 by the time they start the program. What are the Grades in Those Courses? (Does not have to be a 1-to-1 match of course. Can check off if the candidate seems to have met the content requirements through some combination of courses.)

SLHS 300 Introduction to Speech, Language, and Hearing Sciences
SLHS 651 Anatomy & Physiology of the Speech Mechanism
SLHS 652 Audiology
SLHS 655 Language Development
SLHS 656GW Clinical Writing in Speech, Language and Hearing Sciences
SLHS 661 Neurolinguistics
SLHS 654 Audiometry
SLHS 658 Developmental Speech-Language Disabilities
SLHS 664 Clinical Phonetics
SLHS 657 Aural Rehabilitation
SLHS 668 Social Communication Development
SLHS 659 Articulation & Phonological Development
SLHS 663 Augmentative & Alternative Communication

Has the Candidate completed the following ASHA Prerequisites? If not, they will need to before starting the program.

- Biology
- Statistics
- Social Science Course
- Chemistry or Physics