

# COMMUNICATION SCIENCES AND DISORDERS, M.S.

The department offers graduate programs leading to the M.S. and Ph.D. in communication sciences and disorders. An additional program in the department leads to the Au.D. in audiology. The graduate program provides the opportunity for study in the areas of audiology, speech-language pathology, hearing science, language science, and speech science. The purpose of the graduate program is to prepare clinicians, researchers, and teachers who possess a solid foundation in both the theoretical and applied aspects of the discipline of communication sciences and disorders.

The M.S. program has two tracks. The **Speech-Language Pathology track<sup>1</sup>** is a two-year professional program designed to prepare students for clinical work. It is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. At the master's level, supervised diagnostic and therapy experiences with children and adults are provided in a variety of on- and off-campus clinical settings. This program meets the academic and clinical-practicum requirements for clinical certification set by the American Speech-Language-Hearing Association (ASHA). Opportunities are also available for pursuing a nonclinical program at the master's level.

The **Normal Aspects of Speech, Language, and Hearing track<sup>1</sup>** is a non-clinical degree. Most students complete this degree as a first step toward a Ph.D.

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These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

## ADMISSIONS

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet** the minimum requirements (<https://grad.wisc.edu/apply/requirements/>) **of the Graduate School as well as the program(s)**. Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/apply/>).

Requirements	Detail
Fall Deadline	January 15
Spring Deadline	The program does not admit in the spring.
Summer Deadline	The program does not admit in the summer.
GRE (Graduate Record Examinations)	Not required.

English Proficiency Test Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (<https://grad.wisc.edu/apply/requirements/#english-proficiency>).

Other Test(s) (e.g., GMAT, MCAT) n/a

Letters of Recommendation Required 3

The program is open to individuals who have completed an undergraduate degree and who meet the minimum admission requirements of the Graduate School and the department. Entering students who do not have undergraduate majors in communicative disorders will typically be required to take prerequisite course work, which may lengthen the time require to earn a graduate degree.

### Apply Online

Fall Application Deadline: January 15

## ADMISSION REQUIREMENTS

All potential master's degree applicants must meet the Graduate School's admission requirements, as well as department-specific requirements.

## GRADUATE SCHOOL REQUIREMENTS

UW-Madison Graduate School Requirements for Admission (<http://grad.wisc.edu/admissions/requirements/>)

- A minimum grade point average (GPA) of 3.0 (4.0 = A); however, the students we accept into the program typically have much higher GPAs

## PROGRAM PREREQUISITES

You must complete the following undergraduate courses before beginning graduate course work:

Code	Title	Credits
CS&D 201	Anatomy and Physiology of Speech Production	3
CS&D 202	Hearing Science	3
CS&D 240	Language Development in Children and Adolescents	3
CS&D 315	Phonetics and Phonological Development	3
CS&D 318	Voice, Craniofacial, and Fluency Disorders	3
CS&D 320	Introduction to Audiology	3
CS&D 371	Pre-Clinical Observation of Children and Adults	3
CS&D 425	Auditory Rehabilitation	3
CS&D 440	Child Language Disorders, Assessment and Intervention	3

In addition to the above courses, you will need a course in each of the following areas:

- Biological sciences
- Physical sciences (chemistry or physics)

- Statistics
- Social/behavioral sciences

The American Speech–Language–Hearing Association (ASHA) standards now specify that a course in each of these areas is required for ASHA certification. For additional details, visit ASHA’s website Standard IV-A (<https://www.asha.org/certification/2020-slp-certification-standards/>).

If you choose to complete prerequisites at UW–Madison before applying for graduate study, you must apply to the Capstone Program (<http://guide.wisc.edu/nondegree/capstone/communication-sciences-disorders-capstone-certificate/>). These courses typically can be completed within two semesters. Equivalent courses from another university or department will be considered on a case-by-case basis.

## LETTERS OF RECOMMENDATION

These letters should address your potential for academic success in graduate school. At least two should come from instructors who have knowledge of your academic performance. The third may come from a clinical supervisor, employer, or other individual who has knowledge of your academic potential and likelihood for success in graduate school. **No more than three.**

## REASONS FOR GRADUATE STUDY

This is an opportunity for you to highlight experiences, related skills, and personal attributes which make you an exceptional candidate. 1–3 pages, single-spaced.

## APPLICATION FEE

UW–Madison charges a non-refundable \$75 application fee that must be paid by credit card (Master Card or Visa) or debit card. In addition to the \$75 application fee, non U.S. citizens will be charged a \$6 international document processing fee.

There are limited application fee grants available. Check the UW–Madison Graduation Application Fee grants (<https://grad.wisc.edu/admissions/feegrants/>) to see if you qualify. Please note that fee grant applications must be submitted before you application and can take two weeks to process so you should plan to submit fee grant applications by December 1 with consideration of holidays.

## CV OR RESUME

Include honors and awards.

## TRANSCRIPTS

Upload a copy of your unofficial transcripts. These show grades earned at every college or university you have attended, including study abroad. If admitted, the Graduate School will request official transcripts.

## SUPPLEMENTAL APPLICATION

Fill out the supplemental application that is found in the online graduate school application.

## OFFICIAL TOEFL SCORES

If your native language is not English, or your undergraduate instruction was not in English, a TOEFL score is required. Use institution code 1846. You may take the test more than once; we will consider the scores from your best testing date. Only **official** scores, submitted directly from ETS, from within the last five years and submitted by the application deadline will be accepted.

## NOTABLE ADVICE

- Submit all materials one week prior to deadline. Late and incomplete applications will not be considered.
- File your application early. Do not wait until you can gather all your materials. It is better to file early and send additional items as they become available.
- Track your application status. After submission of your application, you will receive a link to a personal web page where you can track your application status. We update this page as we receive your materials, usually within two weeks of receipt.
- For more information, review the UW–Madison Graduate School “Steps to Apply” (<http://grad.wisc.edu/admissions/process/>) and “Admissions FAQ” (<http://grad.wisc.edu/admissions/faq/>).

## FUNDING

## GRADUATE SCHOOL RESOURCES

Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information (<https://grad.wisc.edu/funding/>) is available from the Graduate School. Be sure to check with your program for individual policies and restrictions related to funding.

## PROGRAM RESOURCES

Financial assistance, sometimes available to graduate students in communication sciences and disorders, consists of scholarships, fellowships, traineeships, and project and research assistant positions. Financial assistance is very limited and varies from year to year. Students who are considering applying for financial aid should contact the department for further information.

## REQUIREMENTS

## MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

## MAJOR REQUIREMENTS

### MODE OF INSTRUCTION

Face to Face	Evening/ Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

### Mode of Instruction Definitions

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW-Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

## CURRICULAR REQUIREMENTS

Requirement Detail	
Minimum Credit Requirement	Speech–Language Pathology pathway: 44 credits Normal Aspects of Speech, Language, and Hearing pathway: 33 credits
Minimum Residence Credit Requirement	Speech–Language Pathology pathway: 44 credits Normal Aspects of Speech, Language, and Hearing pathway: 33 credits
Minimum Graduate Coursework Requirement	Speech–Language Pathology pathway: All but 4 credits of the minimum 44 credits for the degree must be graduate-level coursework. Details can be found in the Graduate School’s Minimum Graduate Coursework (50%) policy ( <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a> ( <a href="https://policy.wisc.edu/library/UW-1244/">https://policy.wisc.edu/library/UW-1244/</a> )).  Normal Aspects of Speech, Language, and Hearing pathway: All of the minimum number of credits (33) must be graduate-level coursework. Details can be found in the Graduate School’s Minimum Graduate Coursework (50%) policy ( <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a> ( <a href="https://policy.wisc.edu/library/UW-1244/">https://policy.wisc.edu/library/UW-1244/</a> )).
Overall Graduate GPA Requirement	3.00 GPA required. This program follows the Graduate School’s GPA Requirement policy ( <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a> ( <a href="https://policy.wisc.edu/library/UW-1203/">https://policy.wisc.edu/library/UW-1203/</a> )).
Other Grade Requirements	n/a
Assessments and Examinations	Speech–Language Pathology pathway: During the semester before you intend to finish your degree course work, take the Praxis II Exam (ASHA NESPA) and obtain a passing score (162 or better). Taking the Praxis is a graduation requirement (clinical MS students only).  Normal Aspects of Speech, Language, and Hearing pathway: A thesis is required.
Language Requirements	n/a

## REQUIRED COURSES

### Speech–Language Pathology Pathway<sup>1</sup>

Code	Title	Credits
<b>Year 1, Fall Semester</b>		
CS&D 503	Neural Mechanisms of Speech, Hearing and Language	3
CS&D 703	Language and Learning Disorders of Children	3
CS&D 706	Management and Assessment of Voice Disorders	3

CS&D 790	Practicum in Communicative Disorders	2
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### Year 1, Spring Semester

CS&D 704	Acquired Language and Cognitive–Communication Disorders in Adults	3
CS&D 705	Motor Speech Disorders/ Augmentative and Alternative Communication	3
CS&D 707	Swallowing Disorders (taken for 3 credits)	3
CS&D 709	Language Development and Disorders in School Age Populations: School Methods and Procedures	3
CS&D 713	Introduction to Medical Speech Pathology	1
CS&D 790	Practicum in Communicative Disorders	2

### Summer Semester

CS&D 424	Sign Language I (optional elective)	
CS&D 790	Practicum in Communicative Disorders	2

### Year 2, Fall Semester

CS&D 424	Sign Language I (optional elective)	
CS&D 708	Fluency and Phonological Disorders	3
CURRIC 720	School Practicum in Communication Sciences & Disorders	5
or CS&D 790	Practicum in Communicative Disorders	
CS&D 790	Practicum in Communicative Disorders (Advanced Practicum, optional)	

### Year 2, Spring Semester

CS&D 752	Capstone in Communication Sciences and Disorders: Integration of Clinical and Research Methods	3
CURRIC 720	School Practicum in Communication Sciences & Disorders (Medical Site)	5
or CS&D 790	Practicum in Communicative Disorders	
CS&D 790	Practicum in Communicative Disorders (Advanced Practicum, optional)	

**Total Credits** **44**

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### Normal Aspects of Speech, Language, and Hearing (non-clinical) Pathway<sup>1</sup>

A minimum of 33 credits and a thesis is required. While the curriculum is individually designed for the specific student, it includes many of the same academic courses as in the Speech–Language Pathology Pathway curriculum above. Students take CS&D 990 or CS&D 999 credits while completing the thesis.

Because an emphasis on Normal Aspects of Speech, Language, and Hearing does not include clinical practice, CURRIC 720, CS&D 790, and CS&D 713 are not part of the curriculum.

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## POLICIES

### GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

### MAJOR-SPECIFIC POLICIES

#### PRIOR COURSEWORK

##### Graduate Work from Other Institutions

No prior coursework from other institutions is allowed.

##### UW–Madison Undergraduate

On very rare occasions, up to 6 credits from a UW–Madison undergraduate degree are allowed to count toward the degree. If the courses are numbered 500 and above, the credits may be counted toward the overall graduate credit requirement; if the courses are numbered 700 or above, they may count toward both the minimum graduate degree requirement and minimum graduate coursework (50%) requirement.

##### UW–Madison University Special

No prior coursework from UW–Madison University Special career is allowed.

#### PROBATION

A student whose clinical performance in one semester received a grade of BC or C will be placed on clinical probation for their clinical practicum in the following semester. See details in the Graduate Program Handbook ([link in Contact Information](#)).

#### ADVISOR / COMMITTEE

Every graduate student is required to have an academic advisor. The MS-SLP Director serves as the academic advisor.

Students in the Normal Aspects of Speech, Language, and Hearing pathway are also required to have a thesis advisor.

#### CREDITS PER TERM ALLOWED

15 credits

#### TIME LIMITS

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

## GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
  - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Dean of Students Office (<https://doso.students.wisc.edu/>) (for all students to seek grievance assistance and support)
- Employee Assistance (<http://www.eao.wisc.edu/>) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (<https://employeeabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)
- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

Students should contact the department chair or program director with questions about grievances. They may also contact the L&S Academic Divisional Associate Deans, the L&S Associate Dean for Teaching and Learning Administration, or the L&S Director of Human Resources.

## OTHER

n/a

## PROFESSIONAL DEVELOPMENT

### GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School's professional development resources (<https://grad.wisc.edu/pd/>) to build skills, thrive academically, and launch your career.

## LEARNING OUTCOMES

1. (Foundations of Practice) Possess foundational knowledge about basic human communication and swallowing processes.
2. (Foundations of Practice) Identify sources and assemble evidence pertaining to questions or challenges in communication sciences and disorders.

3. (Foundations of Practice) Articulate and critique the theories, research methods, and approaches in speech-language pathology.
4. (Foundations of Practice) Integrate research principles into evidence-based clinical practice.
5. (Foundations of Practice) Apply research findings in the provision of patient care.
6. (Foundations of Practice) Communicate complex ideas in a clear and understandable manner.
7. (Prevention, Identification and Assessment) Conduct screening and prevention procedures.
8. (Prevention, Identification and Assessment) Perform chart review and collect case history from patient interviews and/or relevant others.
9. (Prevention, Identification and Assessment) Select appropriate evaluation instruments/procedures.
10. (Prevention, Identification and Assessment) Administer and score diagnostic tests correctly.
11. (Prevention, Identification and Assessment) Adapt evaluation procedures to meet patient needs.
12. (Prevention, Identification and Assessment) Possess knowledge of etiologies and characteristics for each communication and swallowing disorder.
13. (Prevention, Identification and Assessment) Interpret and formulate diagnosis from test results, history, and other behavioral observations.
14. (Prevention, Identification and Assessment) Make appropriate recommendations for intervention.
15. (Prevention, Identification and Assessment) Complete administrative functions and documentation necessary to support evaluation.
16. (Prevention, Identification and Assessment) Make appropriate recommendations for patient referrals.
17. (Intervention) Develop appropriate treatment plans with measurable and achievable goals.
18. (Intervention) Collaborate with clients/patients and relevant others in the planning process.
19. (Intervention) Implement treatment plans.
20. (Intervention) Select and use appropriate materials/instrumentation.
21. (Intervention) Sequence tasks to meet objectives.
22. (Intervention) Provide appropriate introduction/explanation of tasks.
23. (Intervention) Measure and evaluate patients' performance and progress.
24. (Intervention) Use appropriate models, prompts, or cues.
25. (Intervention) Adapt treatment session to meet individual patient needs.
26. (Intervention) Complete administrative functions and documentation necessary to support treatment.
27. (Intervention) Identify and refer patients for services as appropriate.
28. (Professional Conduct) Recognize and apply principles of ethical and professional conduct.
29. (Professional Conduct) Apply skills for life-long learning.
30. (Professional Conduct) Apply intercultural knowledge and competence in their practice.
31. (Professional Conduct) Demonstrate teamwork and problem solving.
32. (Professional Conduct) Possess knowledge of contemporary professional issues and advocacy.
33. (Professional Conduct) Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/

linguistic background of the patient, family, caregiver, and relevant others.

34. (Professional Conduct) Provide counseling and supportive guidance regarding communication and swallowing disorders to patients, family, caregivers, and relevant others.

## PEOPLE

Information about faculty and staff can be found on the program's website (<https://csd.wisc.edu/peopleofCSD.htm>).

## ACCREDITATION

### ACCREDITATION

Council on Academic Accreditation in Audiology and Speech-Language-Pathology (<https://caa.asha.org/>)

Accreditation Status: Accredited. Next Accreditation Review: 2028.

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE

American Speech-Language-Hearing Association (<https://www.asha.org/>)

Praxis Pass Rate

Year of Exam	UW-Madison Graduates:	National All Attempts Attempt
2022-2023	100%	Not Available
2021-2022	100%	Not Available
2020-2021	100%	Not Available

## PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

### The requirements of this program meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, District of Columbia, Guam, Puerto Rico, U.S. Virgin Islands

**The requirements of this program do not meet Certification/Licensure in the following states:**

Not applicable

**The requirements of this program have not been determined if they meet Certification/Licensure in the following states:**

American Samoa, Northern Mariana Islands