

# COMMUNICATION SCIENCES AND DISORDERS, MS

The department offers graduate programs leading to the MS and PhD in communication sciences and disorders. An additional program in the department leads to the AuD 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 MS 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 PhD.

<sup>1</sup> 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

### 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 Refer to the Graduate School: Minimum Requirements for Admission policy: <https://policy.wisc.edu/library/UW-1241> (<https://policy.wisc.edu/library/UW-1241/>).

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

Letters of Recommendation Required 3

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 required to earn a graduate degree.

### ADMISSION REQUIREMENTS

Applicants must meet the Graduate School's admission requirements, as well as department-specific requirements.

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

### Program Prerequisites

Applicants must complete the following undergraduate courses or equivalent before beginning graduate coursework:

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 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, applicants will need to complete 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 American Speech-Language-Hearing Association certification. For additional details, visit ASHA's website Standard IV-A (<https://www.asha.org/certification/2020-slp-certification-standards/>).

If applicants choose to complete prerequisites at UW-Madison before applying for graduate study, they must apply to the Capstone Program (<https://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 applicant's potential for academic success in graduate school. At least two should come from instructors who have knowledge of applicant's academic performance. The third may come from a clinical supervisor, employer, or other individual who has knowledge of applicant's academic potential and likelihood for success in graduate school. Applicants should submit no more than three letters of recommendation.

### Statement

Please answer the following prompts and upload as **one document** to the Statement section of the Graduate School application.

### Personal Statement Prompt (Required)

Your GPA alone does not convey who you are and why you're here. The personal statement is an important part of the application that serves as both a writing sample and an opportunity for you to tell us about who you are, your motivators for pursuing a career in speech-language pathology, and how your experiences have influenced your career goals.

In 1000 words or less (12 pt. font, single-spaced), please address the following:

- Identify three characteristics that make you well-suited for a career as a speech-language pathologist.
- Describe the experiences that have shaped your interest in speech-language pathology (personal experiences, field-related experiences, coursework, etc.)
- Describe your career goals in speech-language pathology.

### Optional Prompt

If you have distinctive characteristics and/or life experiences, such as obstacles or hardships, that may have impacted your academic performance or other aspects of your application, please address them in a statement of 500 words or less (12 pt. font, single-spaced).

### CV or Resume

To ensure that applicants include all relevant experiences and are evaluated equitably, a resume template is provided for applicants to use. Applicants will need to download, fill out, and upload the completed resume template to the CV/Resume section of the Graduate School application. An example has been provided.

- Resume Template (<https://csd.wisc.edu/wp-content/uploads/sites/137/2022/07/Masters-Resume-Template.pdf>)
- Resume Example (<https://csd.wisc.edu/wp-content/uploads/sites/137/2022/07/Masters-Resume-Example.pdf>)

### Transcripts

Upload a copy of unofficial transcripts. These show grades earned at every college or university attended, including study abroad. If recommended for admission, the Graduate School will request official transcripts at that time.

### Supplemental Application

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

### NOTABLE ADVICE

- Submit all materials one week prior to deadline. Late and incomplete applications will not be considered.

- File the application early. Do not wait to gather all materials. It is better to file early and send additional items as they become available. Contact program for instructions on how to send additional items once application is submitted.
- Track the application status. After submission of the application, the applicant will receive a link to the application status page where the applicant can track the status. We update this page as we receive 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” (<https://grad.wisc.edu/apply/#FAQ>).

## FUNDING

### FUNDING

#### GRADUATE SCHOOL RESOURCES

The Bursar's Office provides information about tuition and fees associated with being a graduate student. Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid. Further funding information 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 degree requirements (<https://guide.wisc.edu/graduate/#requirements-text>) and policies (<https://guide.wisc.edu/graduate/#policies-text>), 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 50 credits

Minimum Residence Credit Requirement 44 credits

Minimum Graduate Coursework Requirement 44 credits must be graduate-level coursework.

Overall Graduate GPA Requirement 3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: <https://policy.wisc.edu/library/UW-1203> (<https://policy.wisc.edu/library/UW-1203/>).

Other Grade Requirements n/a

Assessments and Examinations During the semester before a student intends to finish their degree course work, they must take the Praxis II Exam (ASHA NESPA) and obtain a passing score (162 or better). Taking the Praxis is a graduation requirement.

Language Requirements n/a

## REQUIRED COURSES

### Speech-Language Pathology

Code	Title	Credits
<b>Year 1, Fall Semester</b>		
CS&D 503	Neural Mechanisms of Speech, Hearing and Language	3
CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 701	Augmentative and Alternative Communication for Individuals with Complex Communication Needs	3
CS&D 703	Language and Learning Disorders of Children	3
CS&D 708	Fluency and Phonological Disorders	1
CS&D 790	Practicum in Communicative Disorders	2
<b>Year 1, Spring Semester</b>		
CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 704	Acquired Language and Cognitive-Communication Disorders in Adults	3

CS&D 706	Management and Assessment of Voice Disorders	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 790	Practicum in Communicative Disorders	2

### Summer Semester

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

CS&D 424	Sign Language I (optional elective)	
CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 705	Assessment and Treatment of Motor Speech Disorders across the Lifespan	2
CS&D 710	Acquired Language and Cognitive-Communication Disorders in Adults II	3

CS&D 790	Practicum in Communicative Disorders (Advanced Practicum, optional)	
CS&D 791	School Practicum in Communication Sciences & Disorders	4

### Year 2, Spring Semester

CS&D 700	Clinical Foundations for Speech-language Pathology Practice	1
CS&D 720	Hearing and Auditory Rehabilitation for Speech-Language Pathology Practice	2
CS&D 752	Capstone in Communication Sciences and Disorders: Integration of Clinical and Research Methods	3
CS&D 790	Practicum in Communicative Disorders (Advanced Practicum, optional)	
CS&D 791	School Practicum in Communication Sciences & Disorders	4

**Total Credits 50**

## POLICIES

## GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) serve as the official document of record for Graduate School academic and administrative policies and procedures and are updated continuously. Note some policies redirect to entries in the official UW-Madison Policy Library (<https://policy.wisc.edu/>). Programs may set more stringent policies than the Graduate School. Policies set by the academic degree program can be found below.

## MAJOR-SPECIFIC POLICIES

### PRIOR COURSEWORK

#### Graduate Credits Earned at Other Institutions

No prior coursework from other institutions is allowed.

#### Undergraduate Credits Earned at Other Institutions or UW-Madison

On very rare occasions, up to 6 credits from a UW-Madison undergraduate degree are allowed to transfer toward the degree. If the courses are numbered 500 and above, the credits may transfer toward the overall graduate credit requirement; if the courses are numbered 700 or above, they may transfer toward both the minimum graduate degree requirement and minimum graduate coursework (50%) requirement. No prior coursework from institutions other than UW-Madison is allowed to transfer.

#### Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)

Refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

#### Credits Earned as a University Special Student at UW-Madison

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.

### CREDITS PER TERM ALLOWED

15 credit maximum. Refer to the Graduate School: Maximum Credit Loads and Overload Requests (<https://policy.wisc.edu/library/UW-1228/>) policy.

### TIME LIMITS

Refer to the Graduate School: Time Limits (<https://policy.wisc.edu/library/UW-1221/>) policy.

### 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/>)
- 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 Student Assistance and Support (OSAS) (<https://osas.wisc.edu/>) (for all students to seek grievance assistance and support)
- 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)

### L&S POLICY FOR GRADUATE STUDENT ACADEMIC APPEALS

Graduate students have the right to appeal an academic decision related to an L&S graduate program if the student believes that the decision is inconsistent with published policy.

Academic decisions that may be appealed include:

- Dismissal from the graduate program
- Failure to pass a qualifying or preliminary examination
- Failure to achieve satisfactory academic progress
- Academic disciplinary action related to failure to meet professional conduct standards

Issues such as the following cannot be appealed using this process:

- A faculty member declining to serve as a graduate student's advisor.
- Decisions regarding the student's disciplinary knowledge, evaluation of the quality of work, or similar judgements. These are the domain of the department faculty.
- Course grades. These can be appealed instead using the L&S Policy for Grade Appeal (<https://kb.wisc.edu/lis/22258/>).
- Incidents of bias or hate, hostile and intimidating behavior (<https://hr.wisc.edu/hib/>), or discrimination (Title IX (<https://compliance.wisc.edu/titleix/>), Office of Compliance (<https://compliance.wisc.edu/eo-complaint/formal-investigations/>)). Direct these to the linked campus offices appropriate for the incident(s).

### Appeal Process for Graduate Students

A graduate student wishing to appeal an academic decision must follow the process in the order listed below. Note time limits within each step.

1. The student should first seek informal resolution, if possible, by discussing the concern with their academic advisor, the department's Director of Graduate Studies, and/or the department chair.
2. If the program has an appeal policy listed in their graduate program handbook, the student should follow the policy as written, including adhering to any indicated deadlines. In the absence of a specific departmental process, the chair or designee will be the reviewer and decision maker, and the student should submit a written appeal to the

chair within 15 business days of the academic decision. The chair or designee will notify the student in writing of their decision.

3. If the departmental process upholds the original decision, the graduate student may next initiate an appeal to L&S. To do so, the student must submit a written appeal to the L&S Assistant Dean for Graduate Student Academic Affairs within 15 business days of notification of the department's decision.
  - a. To the fullest extent possible, the written appeal should include, in a single document: a clear and concise statement of the academic decision being appealed, any relevant background on what led to the decision, the specific policies involved, the relief sought, any relevant documentation related to the departmental appeal, and the names and titles of any individuals contributing to or involved in the decision.
  - b. The Assistant Dean will work with the Academic Associate Dean of the appropriate division to consider the appeal. They may seek additional information and/or meetings related to the case.
  - c. The Assistant Dean and Academic Associate Dean will provide a written decision within 20 business days.
4. If L&S upholds the original decision, the graduate student may appeal to the Graduate School. More information can be found on their website: Grievances and Appeals (<https://grad.wisc.edu/documents/grievances-and-appeals/>) (see: Graduate School Appeal Process).

## OTHER

n/a

## PROFESSIONAL DEVELOPMENT

### 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

### 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.

## 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 National Graduates: All Attempts	National All Attempts
2023–2024	100%	Not Available
2022–2023	100%	Not Available
2021–2022	100%	Not Available

PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education (via 34 CFR Part 668 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/?toc=1>)) requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure. The expectation is that institutions will determine whether each applicable academic program meets state professional licensure requirements and provide a general disclosure of such on an official university website.

Professional licensure requirements vary from state-to-state and can change year-to-year; they are established in a variety of state statutes, regulations, rules, and policies; and they center on a range of educational requirements, including degree type, specialized accreditation, total credits, specific courses, and examinations.

UW–Madison has taken reasonable efforts to determine whether this program satisfies the educational requirements for certification/licensure in states where prospective and enrolled students are located and is disclosing that information as follows.

Disclaimer: This information is based on the most recent annual review of state agency certification/licensure data and is subject to change. All students are strongly encouraged to consult with the individual/office listed in the Contact Information box on this page and with the applicable state agency for specific information.

The requirements of this program meet certification/licensure requirements 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 requirements in the following states:

Not applicable

Updated: 1 June 2025