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** 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** is a non-clinical degree. Most students complete this degree as a first step toward a PhD.

1 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/).

Graduate admissions is a two-step process between academic programs and the Graduate School. Applicants must meet the minimum 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 required to earn a graduate degree.

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Deadline</td>
<td>January 15</td>
</tr>
<tr>
<td>Spring Deadline</td>
<td>The program does not admit in the spring.</td>
</tr>
<tr>
<td>Summer Deadline</td>
<td>The program does not admit in the summer.</td>
</tr>
<tr>
<td>GRE (Graduate Record Examinations)</td>
<td>Not required.</td>
</tr>
</tbody>
</table>
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. Please 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, we have created a resume template to use for your resume submission. Please download, fill out, and upload the completed resume template to the CV/Resume section of the Graduate School application. An example has been provided.


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.

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 (https://grad.wisc.edu/apply/#FAQ)”.

FUNDING

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/#policiesandrequirementstext), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Face to Face</th>
<th>Evening/Weekend</th>
<th>Online</th>
<th>Hybrid</th>
<th>Accelerated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Detail</th>
</tr>
</thead>
</table>
| 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. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: https://policy.wisc.edu/library/UW-1244/.  
Normal Aspects of Speech, Language, and Hearing pathway: All of the minimum number of credits (33) must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: https://policy.wisc.edu/library/UW-1244/.

| 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/.

| Other Grade Requirements | n/a |
| Assessments and Examinations | Speech–Language Pathology pathway: During the semester before you intend to finish your degree coursework, 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).  
| Language Requirements | n/a |

### REQUIRED COURSES

#### Speech–Language Pathology Pathway

<table>
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<tr>
<th>Year 1, Fall Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>CS&amp;D 503</td>
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<tr>
<td>CS&amp;D 703</td>
</tr>
<tr>
<td>CS&amp;D 706</td>
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<td>CS&amp;D 790</td>
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<table>
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<tr>
<th>Year 1, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
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<tr>
<td>CS&amp;D 704</td>
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<td>CS&amp;D 705</td>
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<tr>
<td>CS&amp;D 707</td>
</tr>
<tr>
<td>CS&amp;D 709</td>
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<td>CS&amp;D 790</td>
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<table>
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<tr>
<th>Summer Semester</th>
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<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>CS&amp;D 424</td>
</tr>
<tr>
<td>CS&amp;D 713</td>
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<tr>
<td>CS&amp;D 790</td>
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<table>
<thead>
<tr>
<th>Year 2, Fall Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
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<tr>
<td>CS&amp;D 424</td>
</tr>
<tr>
<td>CS&amp;D 708</td>
</tr>
<tr>
<td>CS&amp;D 790</td>
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<tr>
<td>CS&amp;D 791</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2, Spring Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
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<tr>
<td>CS&amp;D 752</td>
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<tr>
<td>CS&amp;D 790</td>
</tr>
<tr>
<td>CS&amp;D 791</td>
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</table>

| **Total Credits** | 44 |

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1 These pathways are internal to the program and represent different curricular paths a student can follow to earn this degree. Pathway names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
Normal Aspects of Speech, Language, and Hearing (non-clinical) Pathway
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, CS&D 791, CS&D 790, and CS&D 713 are not part of the curriculum.

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

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
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://employeedisabilities.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)

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.
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.
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

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


CERTIFICATION/LICENSURE

American Speech–Language–Hearing Association (https://www.asha.org/)

Praxis Pass Rate

<table>
<thead>
<tr>
<th>Year of Exam</th>
<th>UW-Madison Graduates:</th>
<th>Nationa Graduates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-2023</td>
<td>100%</td>
<td>Not Available</td>
</tr>
<tr>
<td>2021-2022</td>
<td>100%</td>
<td>Not Available</td>
</tr>
<tr>
<td>2020-2021</td>
<td>100%</td>
<td>Not Available</td>
</tr>
</tbody>
</table>
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:

The requirements of this program do not meet certification/licensure requirements in the following states:
Not applicable

Updated: 1 June 2024