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 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 Ph.D.

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.

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 required to earn a graduate degree.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp;D 201</td>
<td>Speech Science</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 202</td>
<td>Normal Aspects of Hearing</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 240</td>
<td>Language Development in Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 315</td>
<td>Phonetics and Phonological Development</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 318</td>
<td>Voice, Craniofacial and Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 320</td>
<td>Introduction to Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 371</td>
<td>Pre-Clinical Observation of Children and Adults</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 425</td>
<td>Auditory Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 440</td>
<td>Child Language Disorders, Assessment and Intervention</td>
<td>3</td>
</tr>
</tbody>
</table>

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.
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-certificates/). 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 also 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 1st 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**

**OFFICIAL GRE SCORES**
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.

**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/#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**

- **Evening/Weekend**: These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.
- **Online**: These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online offerings providing at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.
- **Hybrid**: These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.
- **Accelerated**: These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

**CURRICULAR REQUIREMENTS**

**Requirements Detail**

<table>
<thead>
<tr>
<th>Minimum Credit Requirement</th>
<th>Speech-Language Pathology track: 40 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Residence Credit Requirement</td>
<td>Normal Aspects of Speech, Language, and Hearing track: 33 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Speech-Language Pathology track: 40 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Normal Aspects of Speech, Language, and Hearing track: 33 credits</td>
</tr>
<tr>
<td>Minimum Graduate Coursework Requirement</td>
<td>Speech-Language Pathology track: All but 3 credits of the minimum 40 credits for the degree must be taken in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university’s Course Guide (<a href="http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/">http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/</a>)).</td>
</tr>
</tbody>
</table>

Normal Aspects of Speech, Language, and Hearing track: All of the minimum number of credits (33) must be taken in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the University’s Course Guide (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle/)).

The Graduate School requires an average grade of B or better in all coursework (300 or above, not including research credits) taken as a graduate student unless conditions for probationary status require higher grades. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>n/a</td>
</tr>
<tr>
<td>Language</td>
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</tr>
</tbody>
</table>

**REQUIRED COURSES**

**Speech-Language Pathology Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1, Fall Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS&amp;D 503</td>
<td>Neural Mechanisms of Speech, Hearing and Language</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 703</td>
<td>Language and Learning Disorders of Children</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 706</td>
<td>Management and Assessment of Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 790</td>
<td>Practicum in Communicative Disorders</td>
<td>2</td>
</tr>
<tr>
<td>Year 1, Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS&amp;D 704</td>
<td>Acquired Language and Cognitive-Communication Disorders in Adults</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 705</td>
<td>Motor Speech Disorders/ Augmentative and Alternative Communication</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 707</td>
<td>Swallowing Disorders</td>
<td>2-3</td>
</tr>
</tbody>
</table>
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.

Normal Aspects of Speech, Language, and Hearing (non-clinical) Track

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 Track curriculum above.

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.

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.

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

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

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies.

A committee often accomplishes advising for the students in the early stages of their studies.

CREDITS PER TERM ALLOWED

14 credits

TIME CONSTRAINTS

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://employees.disabilities.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.

OTHER
Ph.D. students typically receive funding in the form of research assistantships and work in their advisor’s research lab.

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

Accreditation

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


Certification/Licensure

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: All Attempts</th>
<th>National All Attempt:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>100%</td>
<td>Not Available</td>
</tr>
<tr>
<td>2016-2017</td>
<td>100%</td>
<td>Not Available</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100%</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

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:


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

Not applicable