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** 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.

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

GRADUATE SCHOOL ADMISSIONS

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

<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>Required.</td>
</tr>
<tr>
<td>English Proficiency Test</td>
<td>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 (<a href="https://grad.wisc.edu/apply/requirements/#english-proficiency">https://grad.wisc.edu/apply/requirements/#english-proficiency</a>).</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 (http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards).

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>

Letters of Recommendation Required

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
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 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.

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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 processes 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>Mode of Instruction Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Normal Aspects of Speech, Language, and Hearing track: All but 3 credits of the minimum 36 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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Normal Aspects of Speech, Language, and Hearing track: All but 3 credits of the minimum 36 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 (http://my.wisc.edu/CourseGuideRedirect/BrowseByTitle).

Overall Graduate GPA Requirement

3.00 GPA required.

Other Grade Requirements

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.

Assessments and Examinations

Contact the program for information on required assessments and examinations.

Language

Contact the program for information on any language Requirements requirements.

REQUIRED COURSES

Speech–Language Pathology Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Year 1, Spring Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
Communication Sciences and Disorders, M.S.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp;D 709</td>
<td>Language Development and Disorders in School Age Populations: School Methods and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>CS&amp;D 713</td>
<td>Introduction to Medical Speech Pathology</td>
<td>1</td>
</tr>
<tr>
<td>CS&amp;D 790</td>
<td>Practicum in Communicative Disorders</td>
<td>2</td>
</tr>
</tbody>
</table>

**Summer Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp;D 713</td>
<td>Introduction to Medical Speech Pathology</td>
<td>1</td>
</tr>
<tr>
<td>CS&amp;D 790</td>
<td>Practicum in Communicative Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CS&amp;D 424</td>
<td>Sign Language I (elective)</td>
<td>2</td>
</tr>
</tbody>
</table>

**Year 2, Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp;D 708</td>
<td>Fluency and Phonological Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 720</td>
<td>School Practicum in Communication Sciences &amp; Disorders</td>
<td>5</td>
</tr>
<tr>
<td>or CS&amp;D 790</td>
<td>Practicum in Communicative Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CS&amp;D 790</td>
<td>Practicum in Communicative Disorders (Advanced Practicum, optional)</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**Year 2, Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp;D 752</td>
<td>Capstone in Communication Sciences and Disorders: Integration of Clinical and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CURRIC 720</td>
<td>School Practicum in Communication Sciences &amp; Disorders (Medical Site)</td>
<td>5</td>
</tr>
<tr>
<td>or CS&amp;D 790</td>
<td>Practicum in Communicative Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CS&amp;D 790</td>
<td>Practicum in Communicative Disorders (Advanced Practicum, optional)</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS&amp;D 434</td>
<td>Sign Language II</td>
<td>2</td>
</tr>
</tbody>
</table>

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.

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

A minimum of 36 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**

**GRADUATE PROGRAM HANDBOOK**

The Graduate Program Handbook (https://csd.wisc.edu/wp-content/uploads/sites/137/2017/10/2017-2018-MS-Student-Handbook.pdf) is the repository for all of the program’s policies and requirements.

**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.

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
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>2016-2017</td>
<td>100%</td>
<td>Not Available</td>
</tr>
<tr>
<td>Year</td>
<td>Percentage</td>
<td>Availability</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2015-2016</td>
<td>100%</td>
<td>Not Available</td>
</tr>
<tr>
<td>2014-2015</td>
<td>100%</td>
<td>Not Available</td>
</tr>
<tr>
<td>2013-2014</td>
<td>100%</td>
<td>Not Available</td>
</tr>
</tbody>
</table>