GRADUATE PROGRAMS OFFERED

The Department of Communication Disorders offers two graduate programs: the MA Program in Communicative Disorders with an emphasis in Speech-Language Pathology, and the Speech-Language Pathology Master’s Preparatory Certificate Program. Additionally, coursework is offered for students in the MA program that leads to the Speech-Language Pathology Services Credential in Speech, Language, and Hearing (needed to be employed as a Speech-Language Pathologist in the public school setting).

The Master of Arts education program in Communicative Disorders with an emphasis in Speech-Language Pathology at California State University, Los Angeles is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) (2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700) and thus prepares students for certification as a Speech-Language Pathologist by ASHA, as well as for state licensure by the California Board of Medical Quality Assurance. See the last four pages of this Fact Sheet for more information about the American Speech-Language-Hearing Association and the Council on Academic Accreditation in Audiology and Speech-Language Pathology.

BRIEF OVERVIEW OF THE GRADUATE PROGRAMS

Speech-Language Pathology Master’s Preparatory Certificate Program

The Speech-Language Pathology Master’s Preparatory Certificate Program requires completion of a minimum of 13 courses (39 semester units). These 13 courses are required prerequisites to the MA Program in Communicative Disorders with an emphasis in Speech-Language Pathology at Cal State LA. Students whose undergraduate degrees are in a field other than Communication Disorders must complete these prerequisites to be eligible to apply for the MA Program. Students can complete the Certificate Program in 1½ to 3 years depending on course load. Click here for a complete list of requirements.

MA Program in Communicative Disorders with an Emphasis in Speech-Language Pathology

The MA program in Communicative Disorders with an emphasis in Speech-Language Pathology requires the completion of a minimum of 60 semester units of graduate coursework and clinical practicum. Additionally, most students choose to simultaneously pursue the Speech-Language Pathology Services Credential, which may add 3 additional semester units to the program. The Department of Communication Disorders currently

...
admits only full-time students to the MA program, which takes two years (including Summers) to complete (including the services credential requirements).

ADMISSION PROCESS

Speech-Language Pathology Master’s Preparatory Certificate Program

Admission to the Master’s Preparatory Certificate Program takes place once a year (Fall admission only). Students wishing to apply to the Master’s Preparatory Certificate Program must complete two separate applications. First, an on-line application to the University must be submitted by the stated deadline via CSUMentor (see Office of Admissions and University Outreach). Be sure to apply for graduate admissions and select the Speech-Language Pathology Master’s Preparatory Certificate as the program you wish to apply to. Also be sure to submit transcripts to the Admissions office by the indicated deadline. The CSUMentor on-line application allows for submission of recommendations and GRE scores; however, these are not required for this Certificate Program, and you do NOT have to submit them to the University at this time. Second, a separate application to the Department must be completed (see Preparatory Certificate Admissions Application). This separate departmental application is due April 1st to begin the program the following Fall.

Note: The departmental application requires that official transcripts be sent directly to the department, so you will need to send two copies of each transcript: one to the University Admissions Office, and one to the Department.

MA Program in Communicative Disorders with an Emphasis in Speech-Language Pathology

Admission to the MA Program in Communicative Disorders takes place once a year (Fall admission only). Students wishing to apply to the MA Program must complete two separate applications. First, an on-line application to the University must be submitted by the stated deadline via CSUMentor (see Office of Admissions and University Outreach). Except for students currently enrolled in the Master’s Preparatory Certificate Program at Cal State LA, all students must submit the university application via CSUMentor, including current Cal State LA undergraduate students. The CSUMentor on-line application allows for submission of letters of recommendation and GRE scores. You will submit those documents with your departmental application; do not submit them with your CSUMentor application. Be sure to submit official transcripts to the University by the indicated deadline. Second, a separate on-line application must be submitted via CSDCAS (Communication Sciences and Disorders Centralized Application Service). CSDCAS is administered by an independent third party provider and is not associated with Cal State LA. It is a fee-based service that enables applicants to conveniently apply to multiple institutions. The CSDCAS application is available at https://csdcas.liaisoncas.com/applicant-ux/ and requires a letter of intent, official transcripts, three letters of recommendation, and GRE scores. This separate departmental application via CSDCAS is due by January 15th for the following Fall.
All students in the MA program must pass a Writing Proficiency Examination before the end of their second quarter of graduate study. Passing the CBEST (California Basic Skills Test) with a score of 41 or better on the writing section will satisfy this requirement. CBEST scores are not an admissions requirement.

ADMISSION REQUIREMENTS

Speech-Language Pathology Master’s Preparatory Certificate Program

Requirements for admission to the Speech-Language Pathology Master’s Preparatory Certificate Program include completion of a baccalaureate degree and a minimum 3.0 grade point average (GPA) in undergraduate coursework. These are minimum criteria only and do not guarantee admission to the program.

MA Program in Communicative Disorders with an Emphasis in Speech-Language Pathology

Requirements for admission to the MA program in Speech-Language Pathology include the following:

1. completion of a baccalaureate degree in communicative disorders or equivalent (i.e., completion of the Master’s Preparatory Certificate Program or equivalent coursework at another University)
2. a minimum 3.0 grade point average (GPA) in undergraduate coursework
3. a minimum 3.0 GPA in undergraduate or prerequisite speech-language pathology and audiology coursework
4. on-time submission of a department application via CSDCAS (https://csdcas.liaisoncas.com/applicant-ux/), including:
   - recent GRE scores (use Designated Institution [DI] Code 1747)
   - letter of professional goals and intent
   - three letters of recommendation
   - official transcripts
5. on-time submission of a university application via CSUMentor (Office of Admissions and University Outreach), including official transcripts
6. completion of an on-campus interview

Achievement of minimum criteria does not guarantee admission to the MA program. Admission to the MA program in Speech-Language Pathology is a competitive process whereby all full-time faculty are part of a committee that evaluates the credentials of all applicants. Prospective students are admitted, placed on a waiting list, or denied admission on the basis of an evaluation of their grade point average in COMD coursework, grade point average in undergraduate coursework, GRE scores, letters of recommendation, letter of intent, and an on-campus interview.
STUDENT OUTCOME DATA ON RECENT GRADUATES OF MA PROGRAM

<table>
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<tr>
<th>Academic Year</th>
<th>Program Delivery</th>
<th># Students completing the program</th>
<th>% of Students completing the program in 2 years</th>
<th># Students taking the Praxis</th>
<th>% of Students who passed the Praxis on the first attempt</th>
<th>% of Graduates who were employed within one year of graduation</th>
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</tbody>
</table>

WHY CAL STATE LA FOR YOUR MA PROGRAM?

We realize that there are many master's degree programs in Speech-Language Pathology throughout the country and even in the local Southern California community. So, then, why consider Cal State LA for your master's degree? We believe there are several reasons:

1. Within the first week of your MA program, an advisor will sit down with you to individually plan your program of study. Once this plan is completed and signed, we will do everything we can to provide courses and experiences at the times indicated on your plan. If you have to make any change as time goes by, we will sit down with you again to re-plan the remainder of your program. In short, we will work hard not to create artificial roadblocks during the difficult-enough task of completing a master's degree.

2. We are a mid-sized graduate program, accepting approximately 20 new master's degree students in Speech-Language Pathology yearly. Thus, we are large enough to provide a sufficient cohort for learning, yet small enough that we can give personal attention to every graduate student.

3. Our students have access to a tremendous array of opportunities for clinical externship experience. Over the past few years, Cal State LA students have completed externships at Cedars Sinai Medical Center, White Memorial Medical Center, Children's Hospital (L.A.), the Long Beach, Sepulveda, Wadsworth, and Los Angeles Veteran's Administration Medical Centers, Rancho Los Amigos Rehabilitation Center, Glendale Adventist Hospital, Casa Colina Hospital, Kaiser Permanente (various facilities), St. Francis Medical Center, Daniel Freeman Hospital, Northridge Hospital Medical Center, Long Beach Memorial Hospital, La Palma Hospital, and several other medical facilities. School externships have been completed in at least 10 local school districts, and a few that are not so local.

4. In its more than 50-year history, Cal State LA, has graduated some of the most respected and best-known Speech-Language Pathologists and Audiologists in the state. In addition to hundreds of clinicians working in diverse settings throughout the country, our alumni
include many program directors, university instructors, faculty members and department chairs, at least one University Dean, and several American Speech-Language-Hearing Association (ASHA) and California Speech-Language-Hearing Association (CSHA) national and state office holders.

More Questions?

If you continue to have questions about our graduate programs in Speech-Language Pathology, including questions about the admissions process, feel free to call the department at (323) 343-4754. Our Department Administrative Coordinator will be happy to try to answer your questions or refer you to someone who can. Best Wishes.
American Speech-Language-Hearing Association

The American Speech-Language-Hearing Association (ASHA), founded in 1925, is a national voluntary membership association whose primary scientific and professional focus is on human communication behavior and disorders. According to Association Bylaws, Article II, the purposes of the American Speech-Language-Hearing Association are to:

- encourage basic scientific study of the processes of individual human communication with special reference to speech, language, hearing, and related disorders;
- promote high standards and ethics for the academic and clinical preparation of individuals entering the discipline of human communication sciences and disorders;
- promote the acquisition of new knowledge and skills for those within the discipline;
- promote investigation, prevention, and the diagnosis and treatment of disorders of human communication and related disorders;
- foster improvement of clinical services and intervention procedures concerning such disorders;
- stimulate the exchange of information among persons and organizations and disseminate such information;
- inform the public about communication sciences and disorders, related disorders, and the professionals who provide services;
- advocate on behalf of persons with communication and related disorders;
- promote the individual and collective professional interests of the members of the Association.

Council on Academic Accreditation in Audiology and Speech-Language Pathology

Effective January 1, 1996, the Educational Standards Board was replaced by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), having responsibility for oversight of the accreditation of graduate education programs that prepare entry-level professionals in audiology and in speech-language pathology (LC 25-94, LC 26-94, LC 27-94, and LC 28-96 [PDF]). The CAA is charged with establishing, defining, monitoring, and implementing accreditation of graduate education programs. “Graduate” refers to post-baccalaureate programs leading to a master's or doctoral degree, whether offered through graduate or professional schools. The charge to the CAA by act of the Legislative Council (LC 26-94) is to:

- formulate standards for the accreditation of graduate education programs that provide entry-level professional preparation in audiology or speech-language pathology,
- evaluate programs that voluntarily apply for accreditation,
- grant certificates and recognize those programs deemed to have fulfilled requirements for accreditation,
- maintain a registry of holders of such certificates,
- prepare and furnish to appropriate persons and agencies lists of accredited programs.
The following excerpt from the ASHA Bylaws relates to the role of the CAA in defining and implementing the standards for accreditation:

**ARTICLE VIII - Professional Standards and Ethics**

8.2 Council on Academic Accreditation in Audiology and Speech-Language Pathology

The Association, by action of the Board of Directors, shall establish and maintain a program of academic accreditation. The Association shall establish the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA), which shall define the standards for the accreditation of graduate education programs and apply those standards in the accreditation of such programs. The CAA may also develop standards and processes for approval for programs that prepare support personnel. Members of the CAA shall be appointed following policies established by the CAA and shall have final authority to establish the standards and processes for academic accreditation. Subject to the application of established appeal procedures, the decisions of the CAA concerning the award, withholding, or withdrawal of academic accreditation shall be final.

**A. Role and Value of Accreditation in the Professions**

The American Speech-Language-Hearing Association’s (ASHA) interest in accreditation is based upon the belief that all professions that provide services to the public have an obligation to ensure, as far as possible, that services provided by its members are of high professional quality. One effective way in which this obligation can be met is by establishing appropriate standards of educational quality and by identifying publicly those education programs that meet or exceed these standards. Accreditation is intended to protect the interests of students, benefit the public, and improve the quality of teaching, learning, research, and professional practice. Through its accreditation standards, the accrediting body encourages institutional freedom, ongoing improvement of institutions of higher education and graduate education programs, sound educational experimentation, and constructive innovation.

The accreditation process involves evaluating programs in light of their own mission, goals and education models—judging the degree to which a program has achieved those goals and objectives. Therefore, the CAA does not explicitly prescribe the processes by which the program’s outcomes should be reached; rather, it evaluates a program’s success in achieving outcomes and goals that are consistent with its stated mission (including religious mission, if relevant). If a program’s goals and education model are clearly and accurately described, the different “publics” served by this program should be able to make intelligent and informed decisions about the quality of the program and the qualifications of the students it educates.
B. Benefits of CAA Accreditation

The public is assured that accredited programs in audiology and in speech-language pathology are evaluated extensively and conform to standards established by the professions. Students can identify those education programs that meet their chosen profession's standards for a high-quality education. Accreditation offers students the assurance that the academic and clinical education provided by the graduate education program will prepare them for entry into the professions. For example, the ASHA Standards and Implementation Procedures for the Certificate of Clinical Competence (CCC) in audiology and in speech-language pathology require that applicants obtain a graduate degree from a CAA-accredited program, which automatically satisfies the academic and clinical practicum requirements for the CCC. Similarly, graduates from CAA-accredited programs will be prepared to meet state licensing and/or state teacher certification requirements, if these elements are included in the program goals. Colleges and universities benefit from the stimulus for self-evaluation and self-directed improvement that the accreditation process provides. The professions benefit from their members' vital input into the standards established for the graduate education of future professionals.

C. Complaints Against Graduate Education Programs

A complaint about any accredited program or program in candidacy status may be submitted by any individual(s).

Criteria for Complaints
Complaints about programs must meet all of the following criteria:

a. be against an accredited graduate education program or program in candidacy status in audiology or speech-language pathology;

b. relate to the Standards for Accreditation of Entry-Level Graduate Education Programs in Audiology and Speech-Language Pathology, including the relationship of the complaint to the accreditation standards;

c. be clearly described, including the specific nature of the charge and the data to support the charge;

d. be within the timelines specified below:

- if the complaint is being filed by a graduate or former student, or a former faculty or staff member, the complaint must be filed within one year of separation* from the program, even if the conduct occurred more than 4 years prior to the date of filing the complaint;
- if the complaint is being filed by a current student or faculty member, the complaint must be filed as soon as possible, but no longer than 4 years after the date the conduct occurred;
- if the complaint is being filed by other complainants, the conduct must have occurred at least in part within 4 years prior to the date the complaint is filed.

*Note: For graduates, former students, or former faculty or staff filing a complaint, the date of separation should be the date on which the individual was no longer considered a student in or employee of the graduate program (i.e., graduation,
resignation, official notice of withdrawal or termination), and after any institutional grievance or other review processes have been concluded.

Complaints also must meet the following submission requirements:

a. include verification, if the complaint is from a student or faculty/instructional staff member, that the complainant exhausted all pertinent institutional grievance and review mechanisms before submitting a complaint to the CAA;

b. include the complainant’s name, address, and telephone contact information and the complainant’s relationship to the program in order for the Accreditation Office staff to verify the source of the information;

c. be signed and submitted in writing via U.S. mail, overnight courier, or hand delivery—not via e-mail or as a facsimile—to:

Chair, Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language-Hearing Association
2200 Research Boulevard, #310
Rockville, MD 20850

The complainant’s burden of proof is a preponderance, or greater weight, of the evidence. These procedures do not prevent the CAA from considering a complaint against an accredited or candidate program if the program is involved in litigation or other actions by a third party.