

Speech-Language Pathology M.S. Program



**MOLLOY
UNIVERSITY**

Graduate Student Handbook Molloy University Rockville Centre, New York 11570

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The M.S. education program speech-language pathology at Molloy University is accredited by the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** of the American Speech-Language-Hearing Association. (2015, 2020)

Complaint Procedures Regarding Accreditation

Any questions regarding the program's accreditation status or compliance with accreditation standards may be directed to the Committee on Academic Accreditation (CAA) at the following address:

Committee on Academic Accreditation
American Speech-Language-Hearing Association
2200 Research Boulevard
Rockville, MD 20850-3289

Phone: (800) 498-2071 (ASHA Members), (800) 638-8255 (Non-members)
Fax: (301) 296-8580

WWW: [Council on Academic Accreditation in Audiology and Speech-Language Pathology](http://www.caaonline.org)

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Graduate Program in Speech-Language Pathology Molloy University

Introduction

Welcome to the Graduate Program in Speech-Language Pathology at Molloy University. As you are aware, the M.S. education program in speech-language pathology at Molloy University is accredited by the **Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)** of the American Speech-Language-Hearing Association. The inaugural class of graduate students matriculated in the fall of 2011 and graduated in May 2013.

The primary goal of our faculty and staff is to provide you with a comprehensive and rigorous education that prepares you for a successful career. We are committed to providing you with a quality education that facilitates you earning your Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language and Hearing Association (ASHA).

This handbook is intended to acquaint you with the objectives and requirements of the graduate program in Speech-Language Pathology. An electronic copy of this handbook can be found in your graduating class's Canvas (Learning Management System) course.

Newly accepted students are required to attend an orientation to the graduate program. You will be invited to orientation during the summer prior to your first semester in the program.

Organizational Structure

The Communication Sciences and Disorders Department at Molloy offers an undergraduate degree (B.S.) in Speech-Language Pathology/Audiology, graduate work leading to the Master of Science (M.S.) degree in Speech-Language Pathology, and beginning September 2023, a Doctor of Philosophy (Ph.D) in Communication Sciences and Disorders.

The Undergraduate Program Director, Graduate Program Director and Ph.D Program Director each report directly to the Dean of the Barbara H. Hagan School of Nursing and Health Sciences

The Director of the Graduate Program is the administrator responsible for overseeing the graduate (M.S.) program.

Department faculty meet regularly to discuss and vote on student policies. A graduate student is invited by the Graduate Program Director to serve as student liaison between graduate students and faculty, attending department meetings when appropriate. The graduate student delegate is invited to bring issues and concerns from the students to the Program Director for department discussion.

Molloy University Mission

Molloy University, an independent, Catholic university, rooted in the Dominican tradition of study, spirituality, service and community, is committed to academic excellence with respect for each person.

Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

Communication Sciences and Disorders Department

Department Mission Statement

The Mission of the Communication Sciences and Disorders Department is to provide students with an understanding of human communication and disorders of communication. Our goal is to prepare graduates to engage in interdisciplinary collaboration, ethical practice, and take positions of leadership within the professional community.

Academic and Clinical Goals of the Graduate Program

Graduate Program Mission Statement

The mission of the graduate Speech-Language Pathology Program at Molloy University is to provide a curriculum that integrates theory and practice in the study of human communication and its disorders. Students will receive the preparation necessary to join the community of professionals who provide exemplary services to a diverse population of individuals.

To accomplish this mission, the Speech-Language Pathology Program will:

- Encourage critical thinking in a student-centered learning environment.
- Nourish scholarship and creativity.
- Encourage excellent oral and written communication skills.
- Incorporate technology in clinical teaching.
- Foster knowledge and understanding of diverse populations.
- Integrate interprofessional education and interdisciplinary experiences within the program.

General Program Objectives

Academic courses and clinical practicum are designed to achieve the behavioral outcomes listed below. The objectives of this program are reflected in both program and course content.

Students/Graduates of the program are expected to:

- 1) Learn and demonstrate an understanding of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

- 2) Learn and demonstrate an understanding of the nature of speech, language, hearing, and communication disorders and differences, and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.
- 3) Learn and demonstrate understanding of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of their anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates of the disorders.
- 4) Complete diagnostic evaluations of speech, language, and hearing disorders for diverse populations of persons with communication and swallowing disorders in all age groups across the life span. This would include screening, gathering and integrating case history information, using appropriate evaluation procedures in the reporting of information to colleagues and families.
- 5) Plan and execute treatment programs for diverse populations of persons with communication and swallowing disorders in all age groups across the life span.
- 6) Demonstrate the ability to incorporate the use of technology into clinical practice.
- 7) Demonstrate knowledge of clinical and research ethics in the academic and professional setting.
- 8) Demonstrate knowledge of the relation between research and treatment by being able to relate research findings to clinical practice.
- 9) Demonstrate proficient oral and written communication skills.
- 10) Satisfy the academic and practicum requirements for obtaining the ASHA Certification of Clinical Competence, the New York State Professional License in Speech-Language Pathology and New York State Certification at the completion of the M.S. degree requirements.

Assessment

In order to assess the effectiveness of the program the faculty will:

- 1) Review student academic performance in graduate classes (e.g. grades, written and oral assignments, class participation).
- 2) Monitor student performance in supervised clinical practice (e.g. personal, technical, and professional skill).

- 3) Monitor student performance on comprehensive examinations (ETS Praxis Specialty Examination in Speech-Language Pathology).
- 4) Maintain records regarding academic and employment accomplishments of students.
- 5) Survey students regarding program effectiveness.
- 6) Monitor achievement of Program Learning Outcomes (PLOs)

The Speech Center Director will:

- 1) Conduct a systemic survey of off-campus practicum supervisors regarding student accomplishments.
- 2) Monitor the progress of students in the acquisition of proficient clinical skills.
- 3) Maintain records regarding clinical accomplishments of students.

The Graduate Program Director will:

- 1) Serve as advisor to all graduate students.
- 2) Meet with faculty and staff annually to ensure program objectives are being achieved.
- 3) Conduct exit interviews with graduate students during final advisement.
- 4) Conduct a survey of alumni every two years.
- 5) Consult with ASHA and faculty at other institutions regarding professional and academic issues.

Admission Requirements

- 1) In order to be considered for admission to the graduate program, students must submit all required transcripts verifying successful completion of required coursework.

Prerequisite Coursework

Students must complete coursework reflecting knowledge of the behavioral, social, biological, and social sciences prior to acceptance into the program.

Prerequisite courses must include the following:

1. Three credits in biological science.
2. Three credits in physics or chemistry

3. Three credits in statistics
4. Six credits in behavioral and/or social sciences
5. Twelve credits in basic communication processes, including at least one course in each of the following: anatomy and physiology, the physics of sound, language development, and phonetics.
6. Six credits of introductory coursework in speech-language pathology/communication disorders.
7. Three credits in introductory coursework in audiology

It is possible that a student may be considered for acceptance to the program and yet be deficient in the basic coursework. In that case, a student is expected to complete any deficiencies prior to or concurrently with their graduate courses and will be accepted provisionally. They must earn a minimum of a grade of a B in any prerequisite course they complete after provisional acceptance into the master's program. A student accepted provisionally is expected to meet with an advisor upon acceptance into the program in order to discuss the prompt completion of these requirements.

2) Three (3) Letters of Recommendation

3) A personal interview.

Graduate Program Requirements

Students must complete a minimum of 56 hours of graduate coursework to be eligible for a Master's degree in speech-language pathology at Molloy University.

Required Courses

| <i>Course Number</i> (conversion to 4 digit numbers fall 2018) | <i>Course Title</i> | <i>Semester Hours</i> |
|---|--|-----------------------|
| SLP 520/5200 | Seminar in Clinical Intervention: Social and Cultural Diversity | 2 |
| SLP 521/5210 | Seminar: Professional Ethics and Issues | 2 |
| SLP 525/5250 | Advanced Anatomy and Physiology | 3 |
| SLP 526/5260 | Voice Disorders | 3 |
| SLP 5275 | Diagnosis in Communication Disorders | 3 |
| SLP 528/5280 | Neurological Bases of Communication | 3 |
| SLP 530/5300 | Audiology | 3 |
| SLP 531/5310 | Seminar: Clinical Instrumentation in Communication Disorders | 1 |
| SLP 535/5350 | Aural Rehabilitation | 3 |
| SLP 5380 | Counseling in Speech-Language Pathology | 2 |
| SLP 540/5400 | Motor Speech Disorders | 3 |
| SLP 541/5410 | Augmentative and Alternative Communication | 3 |
| SLP 545/5450 | Dysphagia | 3 |
| SLP 550/5500 | Research Methods in Communication Disorders | 3 |
| SLP 570/5700 | Language Disorders in Children | 3 |
| SLP 580/5800 | Speech and Phonological Disorders in Children | 3 |
| SLP 582/5820 | Fluency | 3 |

| | | |
|--------------|---|-----------|
| SLP 585/5850 | Acquired Neurogenic Disorders | 3 |
| SLP 589/5890 | Psycholinguistic Models of Cognition and Communication | 3 |
| SLP 590/5900 | Clinical Practicum in Assessment | 1 |
| SLP 592/5910 | Clinical Practicum 1 | 2 |
| SLP 593/5911 | Clinical Practicum 2 | 1 |
| SLP 595/5912 | Clinical Practicum 3 | 1 |
| SLP 5913 | Clinical Practicum 4 (optional) | 1 |
| SLP 5916 | Experiential Service Learning Clinical Practicum (Optional) | 0 |
| Total | | 56 |

Suggested Sequence of Courses 2 year program (without deficiencies in prerequisite coursework)

Fall Semester Year 1

| | |
|--|-----------|
| <i>Psycholinguistic Models Of Cognition</i> | 3 |
| <i>Advanced Anatomy and Physiology</i> | 3 |
| <i>Research Methods in Communication Disorders</i> | 3 |
| <i>Neurological Bases of Communication</i> | 3 |
| <i>Diagnosis in Communication Disorders</i> | 3 |
| Total | 15 |

Winter Semester Year 1

| | |
|--------------------------------------|----------|
| <i>Clinical Practicum Assessment</i> | 1 |
| Total | 1 |

Spring Semester Year 1

| | |
|--|-----------|
| <i>Dysphagia</i> | 3 |
| <i>Acquired Neurogenic Communication Disorders</i> | 3 |
| <i>Language Disorders in Children</i> | 3 |
| <i>Seminar in Professional Issues and Ethics</i> | 2 |
| <i>Clinical Practicum 1</i> | 2 |
| Total | 13 |

Summer 1

| | |
|---|----------|
| <i>Seminar in Clinical Instrumentation</i> | 1 |
| <i>Seminar in Clinical intervention: Cultural Diversity</i> | 2 |
| Total | 3 |

Fall Semester Year 2

| | | |
|--|-----------|---|
| <i>Speech and Phonological Disorders in Children</i> | 3 | |
| <i>Audiology</i> | 2 | |
| <i>Motor Speech Disorders</i> | 3 | |
| <i>Voice</i> | 3 | |
| <i>Clinical Practicum 2 or 3</i> | | 1 |
| Total | 12 | |

| | |
|---|-----------|
| <i>Spring Semester Year 2</i> | |
| <i>Fluency</i> | 3 |
| <i>Counseling in Speech-Language Pathology</i> | 2 |
| <i>Aural Rehabilitation</i> | 3 |
| <i>Augmentative and Alternative Communication</i> | 3 |
| <i>Clinical Practicum 2 or 3</i> | 1 |
| Total | 12 |

TRANSFER OF CREDIT

The department allows transfer of **equivalent graduate coursework** from other accredited institutions of higher education. If students wish to transfer credits, they should meet with the program director/academic advisor to determine eligibility. All students must demonstrate the required knowledge and skills/competency in all content areas.

ADVISEMENT

Upon acceptance into the graduate program you will be invited to orientation. At that time, you will meet with the Graduate Program Director or a designated representative to plan your program. The graduate program is a **full-time program** and students are expected to be available for class and clinic **each day**. Students are expected to complete their degree in two years, **including the summer**. Courses will be offered at a variety of times and students are expected to be available to take courses and engage in clinical practicum both in the evening and daytime.

The Graduate Director, or a designated faculty member, will meet with each student at least once per semester in order to plan your program and discuss your academic success. **It is critical that students plan their program carefully in order to fulfill the program requirements and meet ASHA credentialing requirements.**

POLICY REGARDING STUDENT READINESS AND COMMUNICATION SKILLS

It is an underlying principle of the of the Molloy University M.S. Speech-Language Pathology program that individual differences are valued, and diversity in the field of speech-language pathology is necessary to best serve a diverse clinical population. Our policies are intended to ensure that we graduate clinicians who represent diverse communication styles and that clinicians are competent in all areas of practice. To do these things it is important to assess each student's ability to assess and intervene across the scope of practice, and across the individual differences of a diverse clinical population, regardless of the student's own communication characteristics. Each student is assessed individually in their developing ability to recognize/perceive individual client communication behaviors and implement effective interventions which meet the needs of their clients. If it is determined that a student is not

progressing in their ability to develop these skills, as outlined in the previous sentence, an intervention plan will be implemented for the student, to address their individual needs. Clinical practicum may be delayed until the student displays the capability to perceive and target client communication behaviors.

CONCERNS

All program faculty have office/drop-in hours and are available to discuss student concerns. They should be the first point of contact regarding student concerns pertaining to a particular course. Similarly, specific clinical concerns should first be addressed with the assigned clinical educator. However, we realize that there will be times when student concerns may require additional advice, support and/or resources. The Program Director/academic advisor, and Speech Center Director are also available and welcome student communication. Open lines of communication are imperative to student success and well-being.

Depending on the nature of the concern, students may also contact and utilize the additional resources available to you both physically and virtually at Molloy University. As a reminder, contact information is also available in Canvas:

| | |
|---|-----------------------------------|
| Student Personal Counseling Center | Public Square, Room 30 (basement) |
| Academic Enrichment Program | Casey Room 19 |
| Campus Ministries | Public Square Room 390 |
| Writing Center | Casey Room 16 |
| Student Health Services | Wilbur Arts Center Room 103B |
| Karl Koepfel, Ed.D., Dean of Students. Chair, Molloy Care Team Center for Access and Disability | Public Square Casey Room 017 |
| ASHA Council on Academic Accreditation 10801 Rockville Pike Rockville, MD 20852 | (301) 897-5700 x4142 |

GRADUATE PRACTICUM

Requirements

Guided Observation Experience

Each student is expected to complete at least 25 hours of guided clinical observation prior to beginning clinical practicum. Undergraduate hours of observation fulfill this requirement with **appropriate documentation and verification, according to the most current ASHA CFCC and CAA standards.**

Practicum

Molloy University requires that the first 25 hours of clinical practicum be completed under the supervision of the faculty of the department. If a student has not had clinical practicum as an undergraduate they are required to complete approximately 50 hours of clinical practicum under the supervision of the faculty of the department, and/or demonstrate preparedness, prior to clinical externship.

Prior to engaging in clinical practicum, **ALL** students are required to take a course in diagnostics (SLP 5275) or the equivalent. In cases where it has been determined by the Program Director and Speech Center Director, that students have had some experience in psychometrics as an undergraduate, the clinical practicum and graduate diagnostics sequence may be modified to be concurrent.

It is required that students engage in clinical practice activity **every** semester of the M.S. program. Graduate students must enroll in at least two off-campus practicums. Each off-campus practicum requires completion of a minimum of 125-150 clock hours and will be a minimum of 12 weeks. Clinical practicum must be done at approved sites. Summer practicum work is expected of **all** students. **Please be aware that in many practicum sites you may be required to verify or obtain immunizations, fingerprinting, and/or a background check.** Students must conform to the schedules and policies of our affiliates. Therefore, you may work 1-5 days a week and 2-12 hours a day dependent on the individual affiliate's requirements. Travel is required and students may be placed in the NY metropolitan area.

Affiliated Practicum Facilities (Note: Below is a sample of sites. The list grows regularly and is not static.)

ACLD Kramer
AHRC-THE BROOKVILLE CENTER
Aspire Center for Learning and Development
Atlantic Health System-Morristown Medical Center
ACDS
Bellmore School District
Beth Israel/Mt. Sinai
Better Healthcare
Brookdale Hospital
Carle Place School District
Catholic Health Services of Long Island
Center for Developmental Disabilities
Center for Hearing and Communication
Children's Specialized Hospital
Comsewogue S.D.
Crossroads School for Child Development
East Meadow SD
East Willison S.D.
EOC Nassau County

Eden II Programs
Elmont UFSD
Flushing Hospital
Fulton Commons Care Center
Franklin General Hospital
Freeport SD
Garden City Public Schools
Good Talking People
Grace Plaza
Gurwin Jewish Nursing & Nursing & Rehab
Half Hollow Hills SD
Hauppauge S.D.
Heartshare First Step
Heartshare Human Services
Helen Hayes Hospital
Hempstead S.D.
Herricks SD
Hicksville SD
Island Trees SD
Island Park SD
Jamaica Hospital
Just Kids
Kornreich Technology Center
Lawrence SD
Levittown SD
Lifeline Center
Little Angels
Little Neck Nursing Home
Lutheran Medical Center
Manorville Speech Pathology PC
Making Milestones
Marion K. Salomon & Assoc.
Meadowbrook Care Center
Mercy Hospital
Nassau University Medical Center
New Hyde Park-Garden City SD
New York Speech-Language Pathology
North Shore University Hospital
Northport/East Northport S.D.
Oceanside SD
Parker Jewish Institute
Peninsula Center for Extended Care & Rehab
Queens Boulevard Extended Care Center

Rebecca School
 Robyn Merkyl Walsh
 Saul & Elaine Seiff Educare Center
 School for Language & Communication Development
 Seaford UFSD
 Shaler Academy
 Silvercrest Extended Care Facility
 Simply Speaking Speech & Language Center
 Southside Hospital
 South Nassau Communities Hospital
 South Orangetown Central SD
 St. Charles Hospital
 St. Johnland Nursing Center
 Malverne Center for Play and Development
 Manorville Speech Pathology PC
 North Shore Center for Speech, Language & Swallowing
 Disorders
 St. Joseph's Hospital
 Staten Island Hospital (part of NS/LIJ)
 Tender Touch Rehab Services
 Townhouse Rehabilitation & Nursing Center
 Uniondale S.D.
 UCP
 Valley Stream SD
 Variety Child Learning Center
 West Islip S.D.

Specific Hour Requirement

| | |
|--|--|
| Guided observation hours | 25 required |
| Undergraduate practicum hours allowed | 50 (maximum) |
| On campus practicum (minimum) | 25 |
| Off campus graduate practicum | 300 |
| Total Graduate Practicum in Speech-Language Pathology | 400 (minimum 375 direct contact hours required) |

Practicum Hour Records

Each student is required to keep accurate records regarding their 400 hours of clinical practicum using Calipso. Original copies of any additional practicum hours forms should be submitted to the Speech Center Director and copies retained by the student. **Please see the Molloy University Speech Center Policies and Procedures Manual (clinic manual) for information regarding CALIPSO**

Professionalism

Students are expected to conduct themselves in a professional manner when representing the University/Department in a pre-professional capacity. Students should wear business attire when in the Molloy University Speech, Language and Hearing Center, and when engaged in observations there or elsewhere. Professional attire is also expected when students are providing clinical services at any location this may take place. Please refer to the Molloy University Speech, Language and Hearing Center Policies and Procedures Manual for additional information.

Social Media

The Communication Sciences and Disorders Department maintains social media pages. For example, there are presently department Facebook, and Instagram pages, and a Molloy University Speech, Language and Hearing Center Facebook page. The Barbara H Hagan School of Nursing and Health Sciences also maintains a LinkedIn page. Please follow our social media accounts to see the current accomplishments and activities of students and faculty, and to find useful information, and resources.

Additionally, please be aware that when you exercise your right to free speech on ANY social media site you are open to public evaluation. Use good judgment and avoid posting information that may impede your professional progress and hinder your ability to attain clinical affiliations.

National Student Speech-Language and Hearing Association

The Molloy University Chapter of the National Student Speech-Language and Hearing Association (NSSLHA) was formed in 1988. Membership in the Molloy University Chapter of NSSLHA is open to students at Molloy University who are **interested in human communication and disorders of communication**. Officers are elected annually by the membership. Meetings are announced via email, social media and fliers posted on the CSD department bulletin boards. **Graduate students are encouraged to participate in local NSSLHA and departmental activities, many of which are service based.**

Additionally, students should note the **benefits of National NSSLHA membership** during graduate school. Examples include **discounted initial ASHA membership and certification fees, discounted ASHA convention registration, discounted liability insurance, and scholarship** and networking opportunities.

Academic Integrity

Molloy University is dedicated to academic excellence in an environment of mutual respect between faculty and students, as is the Communication Sciences and Disorders Department. Please refer to the Molloy University Handbook to familiarize yourself with the Statement on Academic Integrity. The Honor Pledge is found in this pamphlet (Appendix B). Sign the pledge and submit the signed pledge to the **Graduate Program Director.**

It is important to understand that breaches of academic integrity may negatively impact your progression in the M.S. program, and may result in suspension and/or removal from the program.

GRADUATION REQUIREMENTS

- 1) Successful completion of coursework with a minimum of a 3.0 GPA. **A minimum grade of B- in all classes is required. Students who receive more than 2 grades of C+ or less may be asked to leave the program.**
- 2) Comprehensive Examination- Students are required to pass a departmental comprehensive examination.
- 3) All students must complete a minimum of 400 hours of clinical experience in order to graduate.

Please note:

*** For successful program completion, all students must demonstrate all the required competencies/knowledge and skills, indicated by ASHA. It is noteworthy that course grades and demonstration of competencies are not equivalent.**

Further, in demonstrating these skills, please remember that adherence to the ASHA Code of Ethics is required. This is assessed both in the classroom and in the *Professional Practice, Interaction and Personal Qualities* category on your clinical evaluations in Calipso.

Comprehensive Examination

Comprehensive Examination

Speech-language pathology M.S. students are required to pass a comprehensive examination. The comprehensive examination is based on questions submitted by all faculty members. The examination will be comprised of questions covering the M.S. program content. It is the expectation that students will demonstrate the ability to integrate knowledge of theory, research, and clinical methods in the major content areas. Practical application as well as theory will be assessed. The examination is administered during the spring of year 2.

The comprehensive examination is graded by designated faculty and the outcome is reported to the Program Director. The Program Director will notify each student regarding the results of the examination.

If a student fails to demonstrate competency on any portion of the comprehensive exam, the Program Director will meet with the faculty to review the exam and discuss student performance. The Program Director will then notify the student of the areas of deficiency and of the plan of action to be initiated. Students may be required to take an additional oral examination, written

examination or other consequences including dismissal, may be initiated. Any intervention/remediation must be completed prior to graduation. Students who fail the intervention/remediation will be referred to the Program Director for an individualized decision concerning their status in the program.

THESIS OPTION

Students may elect to complete a thesis alternatively to taking the comprehensive examination. Details pertaining to this option, and the thesis policy, may be obtained from the **Director of the Graduate Program in Speech-Language Pathology**. Students opting to complete a thesis should complete the **Thesis Option Agreement found in this handbook** and **submit the completed form to the Program Director no later than December 1st of the academic year prior to the expected graduation date**. Optimally, this decision should be made within the first year of the program to allow sufficient time to develop a proposal, collect and analyze data and prepare a thesis. If you elect to complete a thesis project you will be assigned a faculty advisor for your project. Requirements for graduation **will not** be met until the thesis project is complete and defended, and a final thesis is submitted to and approved by your assigned faculty advisor. Students are limited to a time frame of 2 semesters in order to complete the thesis.

NATIONAL EXAMINATION

Successful completion of the Speech-Language Pathology Praxis exam is one of the requirements for obtaining the CCC. It is recommended that students take this examination during the spring of their final year of graduate study. This timeframe allows you to be best prepared for the examination. **You can register for the PRAXIS at www.ets.org/praxis. The test code is 5331.** When registering to take the test, students **must** indicate that their score be sent to:

1. The national office of ASHA
2. The state licensing office in any states in which students plan to practice/will be applying for SLP licensure
 - a. In New York State this is the **Office of the Professions**
3. NYSED for TSSLD applicants
4. Molloy University CSD/SLP: Please note:
 - a. The Molloy University SLP score recipient code for the test is **0218**. *** This is the option with the 30 Hempstead Ave address attached.**
 - b. It is imperative that you utilize the correct code (0218) and that Molloy University's MS SLP program receive your test scores.

****Please note: If you do not include all score recipients initially, ETS will apply additional fees when you add them later.**

ASHA SKILLS OUTCOMES/CLINIC CLOCK HOUR DISTRIBUTION

Each student is required to meet the competencies designated by ASHA to obtain their Certificate of Clinical Competence (CCC). Student records of competency and clinical experience/hours will be retained in CALIPSO and will be reviewed prior to awarding of the

Master's degree. The faculty, Speech, Language and Hearing Center Director and the Graduate Program Director/academic advisor will review your knowledge and skills with you throughout your time in the program, to assess your progress and “sign off” on completed requirements.

SPEECH-LANGUAGE PATHOLOGY CERTIFICATION

In order to become clinically certified as a speech-language pathologist, candidates must earn a graduate degree, successfully complete the required clinical experiences (during academic preparation and as a post-graduate fellow) and pass a national examination (PRAXIS). The Molloy University master's program prepares students with the necessary coursework and clinical experience for clinical certification by the Council for Clinical Certification (CFCC) of the American Speech-Language and Hearing Association (ASHA) as a speech-language pathologist.

Refer to the American Speech-Language and Hearing Association (ASHA) website for additional information: <http://asha.org/certification/>

NEW YORK STATE LICENSURE REQUIREMENTS

Speech-Language Pathology

Students are required to file for a New York State License in Speech-Language Pathology. Consult the New York State Office of the Professions for the requirements for certification.

Teacher Certification

Teacher of Students with Speech and Language Disabilities (TSSLD)

Effective for the 2014-2015 academic year, Molloy University offers the coursework required for the TSSLD credential, to students enrolled in the MS SLP degree program.

The certificate, **Teacher of Students with Speech and Language Disabilities (TSSLD)** is required by New York State (NYS) for speech-language pathologists working with children receiving services funded by the Department of Education. Any student wishing to complete the requirements for the TSSLD should notify the M.S. Program Director, **the TSSLD Coordinator, and complete the TSSLD Declaration (Appendix C), as well as the “change of program” form, in the fall of your first year in the M.S. program. At program completion the student should contact the TSSLD Coordinator for verification of requirement completion for New York State.**

Requirements for TSSLD eligibility:

Successful completion of MS degree requirements in speech-language pathology

Education 5020 Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth-Grade 2, Childhood 1-6, Adolescents 7-12. (3 credits)

SLP 5370 Speech Language Pathology in the School Setting (1 credit)

150 clock hours of supervised practicum with students with speech and language disabilities
In addition to coursework the following workshops are required:

Dignity for all Students ACT
Child Abuse Identification
School Violence Intervention and Prevention
Autism

Students must successfully pass the following exam:

New York State Certification Exam Educating All Students Test (EAS)

All candidates must have New York State finger print clearance and pass the PRAXIS.

Refer to the New York State Education Department Office of Professions for additional information regarding state credentialing: <http://www.op.nysed.gov/prof/slpa/speechlic.htm>

***Please note that New York State no longer requires the GRE to obtain TSSLD certification.**

Additional information pertaining to graduation and credentialing procedures can be found in your class's Canvas (LMS) course.

Campus Resources

Please refer to the Molloy University Student Handbook, and Molly MS SLP Class of 2025 Canvas Class and the Molloy University Graduate Student Canvas Class in order to familiarize yourself with the resources available to you as a Molloy University student.

Campus Policies and Procedures

Please refer to the Molloy University Student Handbook and the University wide Canvas resources, in order to familiarize yourself with the academic and nonacademic policies and procedures of Molloy University.

Additional Program Features

The Molloy University M.S. SLP program offers many unique learning opportunities. Examples include regularly scheduled colloquia, peer mentoring, global learning and international experiential and service learning trips, research and graduate assistantships.

Please note that given the varied program opportunities both in and outside of the classroom, time commitments outside of class are often required. For example:

- **All M.S. students will engage in community-based service-learning activities through the Molloy Community Care Clinic.**
- **All M.S. students are required to attend 7 colloquia per year;** 3 in the fall, 3 in the spring and 1 in the summer. In the summer, this colloquium may be a course requirement for SLP 5200. Students are required to be available for this event which will take place either the Tuesday or Wednesday of the second week of summer session short, outside of class hours.
- **All M.S. students** are required to participate in **resume review** activities during the externship interview process. Students should complete an initial review with the career center (and the writing center if appropriate), prior to submitting resumes to the clinical coordinator and/or speech center director for review.

Overviews of these program features will be provided at graduate orientation. Please see the Program Director if you have any additional questions or would like additional details.

Please review the handbook appendices on the following pages. Please reach out to the program director with any questions, sign as appropriate, and submit to CSD@molloy.edu.

Wishing you all a successful Molloy M.S. SLP experience full of growth and adventure!

**Molloy University
M.S. Degree Program
Speech-Language Pathology**

Thesis Option Agreement

I _____ understand that the completion of a
(student name [print])
thesis for the master's degree in speech-language pathology is **optional**. Electing to complete a thesis in lieu of taking the comprehensive examination is a personal choice.

I _____ certify that I discussed the thesis
(student name [print])
option with the Associate Dean/Graduate Program Director and I have decided to complete a thesis project. Requirements for graduation **will not** be met until the thesis project is complete and my final thesis is submitted to and approved by my faculty advisor. I understand that I am limited to a time frame of 2 semesters in order to complete my thesis.

Student Signature

Date

**Speech-Language Pathology
Molloy University Academic Integrity Statement**

Molloy University is dedicated to the Catholic and Dominican ideals of truth and academic excellence. As such, every member of the community shares in the responsibility for protecting the academic integrity of the Institution. The commitment to academic honor reaffirms the high ethical standards that are fundamental to the mission of Molloy University. By signing an honor pledge, students take personal responsibility to uphold the standards of truth and free inquiry while sharing in the common commitment to protect these principles and the value of a Molloy University degree.

Molloy University Academic Honor Pledge

As a member of Molloy University, Catholic and Dominican in tradition, I dedicate myself to the ideals of truth, scholarship, and justice. I pledge to demonstrate personal and academic integrity in all matters. I promise to be honest and accountable for my actions and to uphold the Honor System to better myself and those around me. I will refrain from any form of academic dishonesty or deception.

*Molloy M.S. SLP

Further, I understand that breaches of academic integrity, such as but not limited to, cheating or sharing information contained on my competency examination (written and/or oral sections) could result in consequences including dismissal. I acknowledge that breaches of academic integrity ultimately hinder the ability of myself and/or my classmates to provide the highest quality of services to present and future clients, and may also violate the ASHA Code of Ethics.

Print Name

Signature

Date

**Molloy University
Speech-Language Pathology M.S. Program
TSSLD Declaration**

STUDENT NAME _____ **EXPECTED YEAR OF GRADUATION :** _____

I AM INTERESTED IN ATTAINING THE TSSLD CERTIFICATION AND UNDERSTAND THAT THIS CERTIFICATION REQUIRES ADDITIONAL COURSEWORK, WORKSHOPS, EXAMS AND AN EXTERNSHIP EXPERIENCE WITH CHILDREN. IN ORDER TO MEET THE STATE REQUIREMENTS OF THE TSSLD I UNDERSTAND THAT I MUST COORDINATE MY PROGRAM CAREFULLY AND DISCUSS THIS WITH MY ADVISOR AND THE TSSLD COORDINATOR.

Teacher of Students with Speech and Language Disabilities(TSSLD)

The certificate, Teacher of Students with Speech and Language Disabilities(TSSLD) is required by New York State (NYS) for speech-language pathologists working with children receiving services funded by the Department of Education. Any student wishing to complete the requirements for the TSSLD should notify the Associate Dean in the fall of first year.

Requirements for TSSLD eligibility:

Successful completion of MS degree requirements in speech-language pathology

Education 5020 Theoretical Foundations and Teaching Practices of Regular and Special Education for Birth-Grade 2, Childhood 1-6, Adolescents 7-12. (3 credits)

SLP 5370 Speech Language Pathology in the School Setting (1 credit)

150 clock hours of supervised practicum with students with speech and language disabilities

In addition to coursework the following workshops are required:

Dignity for all Students ACT

Child Abuse Identification

School Violence Intervention and Prevention

Autism

In ADDITION to the PRAXIS students must successfully pass the following exam:

New York State Certification Exam Educating All Students Test (EAS)

All candidates must have New York State finger print clearance

Refer to the New York State Education Department Office of Professions for additional information regarding state credentialing, such as GRE requirements:

<http://www.op.nysed.gov/prof/slpa/speechlic.htm>

STUDENT SIGNATURE _____ **DATE:** _____

The original of this form must be given to the Associate Dean Speech-Language Pathology during the fall of year 1 of graduate studies.

Molloy University
M.S. Speech-Language Pathology

I verify that I have received a copy of the Speech-Language Pathology Graduate Handbook. While a general review of the Handbook was done at orientation, I understand that it is my responsibility to read the Handbook and familiarize myself the departmental policies and procedures, as well as those of the University.

Print Student Name

Student Signature

Date