

Speech-Language Pathology M.S. Program



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: www.caaonline.org

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Master of Science Graduate Program in Speech-Language Pathology Molloy University

Introduction

Welcome to the Master of Science 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 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 as a student resource. This document outlines important information to acquaint students with the **objectives, expectations, requirements** and **resources** of the full-time Master of Science graduate program in Speech-Language Pathology (M.S. SLP). Each student should read the handbook upon program entry and then use it as a reference throughout their time in the program. An electronic copy of this handbook can be found in your graduating class's Canvas (Learning Management System) course. The Canvas Course for each student's graduating class includes important information and a variety of resources. Students should refer to the Canvas course and the Graduate Handbook throughout their time in the program.

Incoming students receive access to their graduating class's Canvas Course and the current M.S. SLP Program Student Handbook upon attending the annual mandatory M.S. SLP Student Orientation. New students attend their incoming class's orientation during the summer prior to the first fall semester in the program.

Molloy University and The Hagan School of Nursing and Health Sciences

The M.S. SLP program at Molloy integrates the missions and priorities of Molloy University, The Barbara H. Hagan School of Nursing and Health Sciences (SONHS) and the Communication Sciences and Disorders (CSD) department. As a program within these larger, mission driven entities, we are honored to educate and prepare our students to serve a diverse clientele. The Molloy University Mission, the Mission of the Hagan School of Nursing and

Health Sciences (SONHS), and the SONHS Health Equity statement can be found immediately below. The CSD and M.S. SLP mission statements can be found later in this document.

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.

Barbara H. Hagan School of Nursing and Health Sciences Mission

The Barbara H. Hagan School of Nursing and Health Sciences, an interprofessional school, is committed to inclusive excellence in service to our students, faculty, staff, and the broader community. The members of the SONHS seek to promote health and health equity as they advance their professional and personal growth. Competencies as clinicians, scholars, leaders, and global citizens are developed through university engagement, ethical and collegial discourse, and a lifelong process of inquiry, creativity, innovation, and community engagement.

Barbara H. Hagan School of Nursing and Health Sciences Statement on Health Equity

The School of Nursing and Health Sciences (SONHS) community is resolute in its stance against racism and all other forms of inequity and unjust treatment. As members of the SONHS, we are dedicated to understanding, identifying, and actively advocating for changes in the deeply rooted structural inequalities in our healthcare system and society. We acknowledge our commitment to health equity (Braverman, Arkin, Orleans, Proctor, Acker, & Plough, 2018) and justice for populations who are known to experience significant health disparities. We believe health equity is an attainable goal that can only be achieved by eliminating the preventable differences in health one group has over another.

As current and future healthcare professionals, we recognize that diversity, equity, and inclusive excellence (AACU, n.d.) are necessary to build a professional cadre of effective leaders with equitable opportunity to contribute and succeed. We are therefore strongly dedicated to the recruitment and preparation of faculty, students, and staff to be scholars, leaders, and advocates of diversity, equity, and inclusion within our health care system. We are committed to upholding the moral, ethical, and professional obligations inherent in the Dominican principles that foster respect for human dignity; work toward the elimination of health disparities; and promote the rights, welfare, and best interests of all people. Through these efforts, we will continue to participate in healing the world, promoting justice, and standing against racism and all forms of inequality in our programs, school, healthcare system, and society.

Reference

American Association of Colleges and Universities (n.d.). Making excellence inclusive. <https://www.aacu.org/making-excellence-inclusive>, Braverman, P., Arkin, E., Orleans, T., Proctor, D., Acker, J. & Plough, A. (2018). What is health equity? Behavioral Science & Policy, 1(4), 1-14.

Communication Sciences and Disorders (CSD) at Molloy University

Communication Sciences and Disorders 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.

Organizational Structure of the CSD Department

The Communication Sciences and Disorders Department at Molloy offers the following programs and degrees: an undergraduate degree (B.S.) in Speech-Language Pathology/Audiology, a graduate program leading to the Master of Science (M.S.) degree in Speech-Language Pathology (with or without TSSLD certification), a 5-year, dual degree B.S./M.S. program, and a Doctor of Philosophy (Ph.D.) in Communication Sciences and Disorders.

Beginning in 2026, the Undergraduate Program Director, and Graduate/M.S. Program Director will both report directly to the Associate Dean of Health Sciences, who then reports to the SONHS Dean. The Ph.D. Program Director reports directly to the Dean of the Barbara H. Hagan School of Nursing and Health Sciences.

The Director of the M.S. Graduate Program is the administrator responsible for overseeing the graduate (M.S.) program. The M.S. Program Director also serves as academic advisor to all Molloy M.S. SLP program students.

The Director of the Speech, Language and Hearing Center (SLHC) oversees operation of the SLHC and the clinical requirements of the M.S. SLP students. That person reports directly to the M.S. program director. Beginning in 2026, there will also be an Assistant Director of the SLHC.

Department faculty and administrators meet regularly to discuss and vote on departmental and program policies. An M.S. SLP student is invited by the M.S. Graduate Program Director to serve as student liaison between graduate students and faculty, and to attend 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. This person is most often a second year M.S. SLP student. Beginning in 2024, there may also be an apprentice or assistant representative chosen from the incoming, first year class. In such cases, both the M.S. student representative and the apprentice or assistant representative are expected to work collaboratively in facilitating effective communication between students and program leadership.

Master of Science in Speech-Language Pathology (M.S. SLP) at Molloy University

M.S. SLP 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.

Academic and Clinical Goals of the M.S. SLP 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, linguistic and cultural correlates of the disorders.
- 4) Complete diagnostic evaluations of speech, language, and hearing disorders for diverse populations of people 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 people 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 Certificate of Clinical Competence, and the New York State Professional License in Speech-Language Pathology.

Assessment

Regular assessment activities ensure the effectiveness of the program. Responsibilities for assessment follow.

The Program Faculty:

- 1) Review student academic performance in graduate classes (e.g. grades, competencies, 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
- 4) Monitor achievement of Program Learning Outcomes (PLOs)

The Speech, Language, Hearing Center Director:

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

The Graduate Program Director:

- 1) Serves as academic advisor to all M.S. SLP students.
- 2) Meets with faculty and staff annually to ensure program objectives are being achieved.
- 3) Monitors student and alumni performance on ETS Praxis Specialty Examination in Speech-Language Pathology
- 4) Maintains records regarding academic and employment accomplishments of students.
- 5) Surveys students regarding program effectiveness.
- 6) Conducts exit interviews with graduate students during final advisement.
- 7) Conducts a survey of alumni every two years.
- 8) Consults with ASHA and faculty at other institutions regarding professional and academic issues.

M.S SLP Program Admission and Prerequisite Coursework Requirements

Prospective students apply to the Molloy MS SLP program through the Communication Sciences and Disorders Centralized Application Service (CSDCAS). Requirements for application can be found via CSDCAS login, on the Molloy Website, and below. In addition to submission and verification of all required application components, the requirements for admission to the program are:

- 1) A personal interview
- 2) Satisfactory completion of required prerequisite coursework

Prerequisite Coursework requirements.

Transcripts verifying successful completion of these coursework requirements at the undergraduate or higher level is required. Students must complete coursework reflecting knowledge of the behavioral, social, biological, and physical sciences upon application. Prerequisite courses must include the following:

1. 3 credits in biological science.
2. 3 credits in physics or chemistry (This requirement cannot be met with general coursework in “physical sciences”.)
3. 3 credits in statistics
4. 6 credits in behavioral and/or social sciences
5. 12 credits in basic communication processes, including content in each of the following: anatomy and physiology of the speech mechanism, acoustics (e.g. hearing science) language development, and phonetics.
6. 6 credits of introductory coursework in speech-language pathology/communication disorders.
7. 3 credits in introductory coursework in audiology

*It is possible that a student may be considered for acceptance to the program despite insufficient prerequisite coursework. In that case, a student is expected to complete any deficiencies prior to, or concurrently with their graduate coursework and will be accepted conditionally. A student accepted conditionally is expected to meet with the graduate program director/academic advisor upon acceptance into the program to discuss the prompt completion of these requirements. Program matriculation and progression will be contingent upon completion of the specific stated requirements in the aforementioned content areas.

Conditional Acceptances and Foundational Knowledge Requirements of the Speech-Language Pathology Program

Applicants may receive an offer of admission with specific conditions based on their academic profile. These conditions may include, but are not limited to, successful completion of prerequisite coursework, participation in non-credit programming designed to strengthen foundational knowledge, and/or fulfillment of specified academic benchmarks. Any associated costs to meet admissions conditions are the responsibility of the student. Applicants should refer to their official offer of acceptance for details regarding any conditions.

MS SLP Program Requirements and Criteria for Program Progression and Completion

Advisement and Program Orientation

Upon acceptance into the graduate program, students are invited to a **mandatory program orientation**. Program orientation must take place prior to program registration and matriculation. At or around the time of orientation, students meet with the Graduate Program Director or a designated representative, to plan their program, acknowledging any outstanding requirements such as guided observation hours, and/or conditions to the student's acceptance.

The Graduate M.S. SLP Director, or a designated faculty member, will meet with you/each student, **for advisement at least once per semester** to plan your program and discuss your academic and clinical progress. A minimum of one advisement meeting per semester is a **program requirement**. **It is critical that students plan their program carefully in order to fulfill the program requirements and meet New York State and ASHA credentialing requirements.**

Additionally, a final meeting serves as the required program exit interview.

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 for transfer credit. This will be determined based on factors including but not limited to grade achieved and timeframe of course completion. Independent of whether any graduate credits have been transferred in, **all students must demonstrate the required knowledge and skills/competency in all content areas.**

Course Requirements

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

<i>Course Number</i> (Conversion-4 digits/F 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 5305	Audiology	2
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 5908, 5909)*	Introduction to Clinical Practicum 1 and 2	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 required credits

*Please note that beginning in 2026, students in the 5-year BS/MS program take SLP 5908 and 5909, (1 credit each), alternatively to SLP 5910.

***Suggested Sequence of Courses for 2-year M.S. SLP Program
(without deficiencies in prerequisite coursework)***

Fall Semester Year 1

Psycholinguistic Models Of Cognition	3
Advanced Anatomy and Physiology	3
Research Methods in Communication Disorders	3
Neurological Bases of Communication	3
Diagnosis in Communication Disorders	3
Total	15

Winter Semester Year 1

Clinical Practicum Assessment	1
Total	1

Spring Semester Year 1

Dysphagia	3
Acquired Neurogenic Communication Disorders	3
Language Disorders in Children	3
Seminar in Professional Issues and Ethics	2
Clinical Practicum 1	2
Total	13

Summer 1

Seminar in Clinical Instrumentation	1
Seminar in Clinical intervention: Cultural Diversity	2
Total	3

Fall Semester Year 2

Speech and Phonological Disorders in Children	3
Audiology	2
Motor Speech Disorders	3
Voice	3

Clinical Practicum 2 or 3	1	
Total	12	

Spring Semester Year 2

Fluency	3	
Counseling in Speech-Language Pathology	2	
Aural Rehabilitation	3	
Augmentative and Alternative Communication	3	
Clinical Practicum 2 or 3	1	
Total	12	

Suggested Sequence of Courses for years 4 and 5 of the Dual Degree B.S. SLP-A M.S SLP Program

Fall Semester Year 1

Psycholinguistic Models Of Cognition	3	
Advanced Anatomy and Physiology	3	
Research Methods in Communication Disorders	3	
Neurological Bases of Communication	3	
Diagnosis in Communication Disorders	3	
Introduction to Clinical Practicum 1	1	
Total	16	

Winter Semester Year 1

Clinical Practicum Assessment	1	
Total	1	

Spring Semester Year 1

Dysphagia	3	
Acquired Neurogenic Communication Disorders	3	
Language Disorders in Children	3	
Seminar in Professional Issues and Ethics	2	
Introduction to Clinical Practicum 2	1	2
Total	12	

Summer 1

Seminar in Clinical intervention: Cultural Diversity	2	
Clinical Practicum 2	1	
Total	3	

Fall Semester Year 2

Speech and Phonological Disorders in Children	3	
Audiology	2	
Motor Speech Disorders	3	
Voice	3	
Clinical Practicum 3	1	
Total	12	

Interession Year 2

Seminar: Clinical Instrumentation in Communication Disorders	1
Total	1

Spring Semester Year 2

Fluency	3
Counseling in Speech-Language Pathology	2
Aural Rehabilitation	3
Augmentative and Alternative Communication	3
Total	11

*Students in the 5-year program should also refer to the full recommended course sequence and program requirements in the undergraduate course catalog and the undergraduate student handbook.

**All students should see specific requirements for satisfactory course completion and requirements for program progression.

***All students should note that the graduate program is a **full-time program**. 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**.

Graduate Clinical Practicum Requirements

For comprehensive details about policies and procedures associated with both internal and external clinical practicum experiences, please see the current Policies and Procedures Manual for Graduate Student Clinicians at Molloy University. Please see below for an outline and summary of the components and requirements of clinical practicum in the M.S. SLP program at Molloy University.

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 guided observation fulfill this requirement with **appropriate documentation and verification, according to the most current ASHA CFCC and CAA standards**. (It is the student's responsibility to provide documentation of the required guided observation experience to the director of the Molloy Speech, Language and Hearing Center, prior to commencing the program.)

Practicum. Molloy University requires that the first 50 hours of clinical practicum be completed under the supervision of Molloy CSD department faculty. At the discretion of the SLHC director, undergraduate hours may be applied towards this minimum, and/or students with less than 50 hours of clinical practicum under the supervision of Molloy CSD department faculty, may demonstrate the required preparedness for progression into 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, Language and Hearing 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 **every** semester of the M.S. program. **Summer practicum work is expected of all students.**

All graduate students enroll in and successfully complete at least two off-campus practicums. Each clinical practicum must be coordinated by the clinical coordinator and completed only at approved sites. Each off-campus practicum requires completion of a minimum of 125-150 clock hours and will be a minimum of 12 weeks. **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 be required to participate at your placement 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 throughout the NY metropolitan area.

Students must **not** independently contact potential externship sites. Contact with potential sites and supervisors is made only by the Molloy clinical coordination team. Students may only contact sites and supervisors upon explicit instruction from the clinical coordination team.

Affiliated Practicum Facilities. Molloy is affiliated with a wide range of practicum sites, providing students with clinical experience rich in diversity. While the list of affiliates is not static and changes frequently, a sample list of current sites can be found in Appendix E of this handbook. Students interested in new sites or infrequently used sites, must communicate their interests to the clinical coordination team well in advance of a potential placement.

Specific Hour Requirements are summarized in the table below.

Guided observation hours	Minimum of 25 hours required
Undergraduate practicum hours allowed	Maximum of 50 hours allowed
In-house (Molloy supervised) practicum prior to externship	Minimum of 50 hours, but less may be permitted with program approval
External/Off campus graduate practicum	300 Hours
Total Graduate Practicum hours in Speech-Language Pathology	400 Hours minimum 375 minimum direct contact hours required.

Practicum Hour Records. Each student is required to keep accurate records regarding their 400 hours of clinical practicum. Hours must be submitted on Calipso in a timely manner. Hours can then be approved by clinical educators/supervisors. Original copies of any additional practicum hours forms must be submitted to the Speech Center Director and copies retained by the student. **Please see the Molloy University Speech,**

Language, Hearing Center Center Policies and Procedures Manual for Graduate Clinicians (clinic manual) for additional information regarding CALIPSO

Professionalism. Students are expected to conduct themselves in a professional manner when representing the University/Department in a pre-professional capacity. It is expected that all communications and actions regardless of modality (e.g. spoken, written) will be respectful and conducive to successful, professional interactions. Students who demonstrate difficulty with professionalism may be referred for intervention, and/or risk their progression in the program.

Students must wear the designated Molloy SLP Polo and black scrub pants when in the Molloy University Speech, Language and Hearing Center, and at other Molloy supervised clinical activities. Professional attire consistent with site requirements, is also expected when students are providing clinical services at external sites. Please refer to the Molloy University Speech, Language and Hearing Center Policies and Procedures Manual for additional information.

Policy Regarding Student Readiness and Communication Skills

It is an underlying principle 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.**

Program Progression and Completion: Academic, Clinical and Ethical Requirements

For successful program progression and graduation, students must demonstrate all required competencies and meet all program requirements. Demonstration of knowledge and skills related to academic coursework, application of knowledge to clinical skills/practice, and consistent professional and ethical behavior, are required. Program requirements for clinical hours must be met, and academic integrity and ethical behavior upheld. These program requirements are consistent with the requirements of New York State and by our accrediting body the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association. Please see below for an outline of these requirements, as well as policies and procedures related to program progression. Students demonstrating difficulty in any of the required areas may be offered the opportunity to participate in an intervention plan. Ultimately, if students are not successful given the support offered, they may be asked to leave the program.

Students must successfully complete all coursework and earn a minimum GPA of 3.0

Successful course completion requires demonstration of the associated course competencies **and** a minimum grade of B- in each course. Students who receive course grades below B- may be offered the opportunity to repeat coursework. However, students may repeat a maximum of two courses. Each repeated course may only be repeated one time. Students who receive more than 2 grades of C+ or less may be asked to leave the program. Students who do not maintain a 3.0 GPA may be asked to leave the program.

Please also note the following related requirements for program progression. Students who do not meet these requirements may be asked to leave the program:

*Students with conditional acceptances must also satisfy the stated conditions in compliance with the agreed upon terms and timeline(s).

**Students must demonstrate all required competencies and where applicable, must satisfy the terms of any intervention plans.

Demonstration of Competencies/Knowledge and Skills Acquisition (KASA)

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

Competencies are associated with each course and each clinical experience in the program. Successful course progression and completion require demonstration of the competencies associated with each course and clinical experience. Competencies associated with each course can be found in each course's syllabus and in Calipso. Acquisition of the expected knowledge and skills is tracked throughout the program and documented in Calipso.

Additionally, successful completion of a summative assessment of competencies is required. **Students may successfully complete this requirement in one of two ways:**

Pass a departmental comprehensive examination

Students who opt to, may complete and successfully defend a master's thesis, in place of taking the comprehensive exam.

Additional information regarding the comprehensive examination requirement and thesis option can be found later in this document.

Student Support and Intervention Plans. The M.S. SLP program prioritizes student learning and growth. Throughout each course and component of the program, varied supports are available both universally and to address specific student needs. In the event a student is experiencing difficulty in 1 or more courses and/or clinical experiences, student progress will be discussed and the student will be encouraged to take advantage of support available and may be offered individualized intervention.

There are various types and degrees of support available to students throughout the program. Supports are offered via a tiered system based upon the student's level of need.

Examples include but are not limited to instructor office hours, competency support sessions, and formalized intervention plans. Intervention plans may be comprised of varied and individualized resources related to relevant content, timelines, and benchmarks, in order to facilitate competency. Such plans may be provided at the level of a specific course or clinical experience, or the level of the program. The most updated policy and procedures including specific tiers of support and intervention, can be found in your “Class of 20XX” Canvas Course modules.

Maintenance of Academic Integrity Standards

In accordance with program and university standards, academic integrity must be upheld. All students must familiarize themselves with Molloy University’s expectations regarding academic integrity for graduate students. Specific information can be found in course syllabi and several other locations.

Please see the current Molloy Graduate Catalog which includes expectations regarding academic integrity and examples of academic infractions.

Please also refer to the current Molloy Student Handbook located in the Molloy File Library linked here: <https://files.molloy.edu/>

Additionally, all M.S. SLP students are required to sign an **Honor Pledge** found in this handbook (Appendix B). The signed pledge must be submitted to the Graduate Program Director by each student.

In the event of suspected infractions of academic integrity, (such as but not limited to use of generative artificial intelligence), a program level investigation will be initiated and potentially moved to the level of the university. The M.S. SLP program and CSD department have developed procedures for completing comprehensive and fair investigations of suspected violations of academic integrity. An investigation and/or disagreement with a program level finding, may be moved to the level of the university for further resolution and/or sanction. Sanctions for violations of academic integrity vary but may result in academic probation, program suspension and/or program dismissal. Records of investigations and violations may be kept at both the program and university level.

Please note the following additional points:

Use of generative artificial intelligence is considered plagiarism and is not permitted unless express written consent is provided by the professor, and the AI use is cited. i.e. It must be clear to faculty, (this includes clinical educators), when AI has been used partially or in full, when completing a task. This includes use in generating clinical materials.

Program level investigations of suspected academic infractions, particularly plagiarism and/or use of generative AI, are multi-step processes. As such, they take some time to complete. For example, with written assignments, you will be asked to provide evidence of your writing process. This includes, but is not limited to, an online version history such as available in Word in Microsoft Office 365 and in Google Docs. You may also be asked to provide an in-person writing sample.

*It is recommended that all students keep online version histories of their written assignments. In the event that a professor has cause to question you about potential use of generative AI, and/or plagiarism, your version history can be used to provide evidence of your writing process. **Further, version histories can be valuable to students and faculty in development of your writing process.**

Academic Integrity violations are considered problematic in terms of ethical decision making. Further, if an academic integrity infraction is related to your service provision for a client, this is also taken into consideration when determining sanctions. Violations of the ASHA Code of Ethics will be a potential factor in determining sanctions, as well as in rating the student's clinical behaviors. Please see below for more information about compliance with the ASHA Code of Ethics.

Ethical Behavior

Students must demonstrate ethical behavior and decision making, consistent with the ASHA Code of Ethics. Failure to comply with the ASHA Code of Ethics, and/or the expectations of the M.S. SLP program may result in probation, suspension or dismissal from the program. Adherence to the ASHA Code of Ethics is assessed both in course requirements and in the *Professional Practice, Interaction and Personal Qualities* category on each student's clinical evaluations in Calipso.

The ASHA Code of Ethics is available for reference in multiple physical and online locations, both internal and external to Molloy (e.g. Casey 203, Molloy Speech, Language and Hearing Center, Canvas Shell).

Supervised Clinical Hours

All students must complete a minimum of 400 hours of supervised clinical experience, in compliance with current ASHA, NY State, and Molloy requirements, in order to graduate. All hours must be promptly entered by students in Calipso. Hours can only be approved following student submission on Calipso.

Exit Interview

All students must complete a final, required, exit interview/advisement meeting.

Comprehensive Examination

Speech-language pathology M.S. students are required to pass a comprehensive examination. The comprehensive examination is compiled based on questions submitted by all faculty members. The examination will be comprised of questions covering the M.S. program content in and outside of the classroom. It is the expectation that students will demonstrate the ability to integrate knowledge of theory, research, and clinical methods in the major content areas. Evidence-based clinical planning will be assessed. The examination is administered during the final semester in the program.

The comprehensive examination is graded by designated faculty and outcomes are 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 may be obtained from the **Director of the Graduate Program in Speech-Language Pathology**. The **Thesis Policy** can be found in Appendix F of this handbook. Students opting to complete a thesis should complete the **Thesis Option Agreement** found in **Appendix A of this** handbook and submit the completed form to the Program Director **during the first semester in the M.S. Program**.

The decision to complete a thesis is time sensitive. Sufficient time to develop a proposal, collect and analyze data, prepare and defend a thesis must be allotted. Students electing to complete a thesis project will be assigned a faculty advisor for the project. Requirements for graduation **will not** be met until the thesis project is completed, successfully defended, and a final thesis is approved by your assigned faculty advisor. Students who do not successfully complete all components of this project will be required to pass the comprehensive examination. Thus, students must be prepared to defend their thesis no later than two weeks prior to the scheduled comprehensive exam date.

Additional Program Features, Requirements and Optional Opportunities

There are a variety of additional features available to students in the Molloy MS SLP program. Some of these features are integrated in **program requirements** outside of the classroom, while taking advantage of other features is optional. Please note that given the varied program opportunities, time commitments outside of class are often required for both required and optional program components.

Additional Required Program Components:

All M.S. students will engage in community-based service-learning activities through the Molloy Community Care Clinic. Additional, related service may be associated with optional scholarship opportunities. Please see your Class's Canvas course for more information.

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 throughout the day for this event which will take place 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. All resumes must be reviewed by clinical coordination personnel prior to being sent to potential externship sites.

Optional Program Opportunities

New York State Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD). Many students opt to satisfy the requirements for the TSSLD while in the MS SLP program. Please see the designated section of this document for additional information on the TSSLD option.

Experiential and Service-Learning Opportunities are available locally and internationally. Some of these opportunities may also include applications for scholarship funding.

Graduate Assistantships are available via accepted applications. Graduate assistantships offer both experiential and financial benefits.

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.

Information and Resources for Molloy M.S. SLP Students

Teacher Certification: Teacher of Students with Speech and Language Disabilities (TSSLD) Effective beginning in the 2014-2015 academic year, the coursework and program coordination required for the TSSLD credential, is available to students enrolled in the Molloy 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 clients receiving services funded by the Department of Education. Molloy M.S. SLP course requirements satisfy all but two of the course content requirements for this certification. To satisfy TSSLD requirements two additional courses must be satisfactorily completed. If students completed one or both courses at the undergraduate level and want to be considered for TSSLD credentialing, they must notify the TSSLD Coordinator who will complete a review of the previous coursework.

Any student wishing to complete TSSLD requirements must notify **the M.S. Program Director and the TSSLD Coordinator. Students must complete the TSSLD Declaration (Appendix C), and the “Change of Program” form in the first semester of the M.S. program. At program completion the student must contact the TSSLD Coordinator for verification of requirement completion for New York State.**

Additional information regarding TSSLD certification requirements in New York State can be found later in this document.

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.

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 LinkedIn and Facebook pages. 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.

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 current Graduate Catalog, Molloy Student Handbook and references throughout this program handbook to familiarize yourself with the university and program expectations surrounding academic honesty. Each student is required to sign and submit to the program director, the academic honor pledge found in Appendix B.

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. Please see the requirements for program progression and completion for more information.

Additional 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 non-academic policies and procedures of Molloy University.

Campus Resources

Please refer to the Molloy University Student Handbook, and Molly MS SLP Class of 20## 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.

Concerns and Contact Information for Campus Resources

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
Center for Access and Disability	Casey Room 017
Linda Silva-Thompson, Ph.D., Dean of Student Success and Assessment	516-323-3078, studentsuccess@molloy.edu
Karl Koepfel, Ed.D., Dean of Students. Chair, Molloy Care Team	Public Square
ASHA Council on Academic Accreditation 10801 Rockville Pike Rockville, MD 20852	(301) 897-5700 x4142

Credentialing Requirements and Preparing for Post-Graduate Clinical Practice

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 directly 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: You must include requests for all score recipients upon test registration to avoid additional fees incurred if they are added later.**

ASHA Skill Outcomes/Clinical Clock Hour Requirements and Documentation

Each student is required to meet the competencies designated by ASHA to qualify for graduation and 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 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 ASHA CAA accredited master's program in speech-language pathology prepares students with the necessary graduate 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 Practice Requirements *Speech-Language Pathology*

To practice in New York, graduates are required to complete the remaining post graduate requirements, and file for a New York State License in Speech-Language Pathology. A passing PRAXIS score is required, as is a postgraduate, New York State approved, "Supervised Clinical Experience". Consult the New York State Education Department Office of the Professions website for additional information regarding the requirements and application for licensure and registration as an SLP in New York State. <http://www.op.nysed.gov/prof/slpa/speechlic.htm>

*Note:

Some graduates may also need to apply for a "limited license" depending upon the site of post graduate clinical experience. (Supervised Clinical Experience in New York State)

Service provision funded through New York State's Department of Education will also require certification as a Teacher of Students with Speech and Language Disabilities.

Additional New York State Requirements

Teacher of Students with Speech and Language Disabilities (TSSLD)

Certification as a **Teacher of Students with Speech and Language Disabilities (TSSLD)** is required by New York State (NYS) for speech-language pathologists working with clients receiving services funded by the Department of Education. Students may opt to complete the additional course requirements for TSSLD Certification at Molloy. To satisfy TSSLD requirements two additional courses must be satisfactorily completed. Students must formally request a change from the MS SLP Program to the MS SLP with TSSLD program. Students must notify **the M.S. Program Director, and the TSSLD Coordinator**. Both the TSSLD Declaration (Appendix C), and the “change of program” form must be completed in the first semester of M.S. program. At program completion the student must schedule with the TSSLD Coordinator for verification of requirements to be sent to New York State.

Requirements for TSSLD eligibility:

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, majority completed in a school.

Completion of the following workshops:

Dignity for all Students ACT

Child Abuse Identification

School Violence Intervention and Prevention

Autism

Passing scores on the New York State Certification Exam Educating All Students Test (EAS), and the PRAXIS Specialty Exam

New York State fingerprint clearance

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

Credentialing in Jurisdictions and States Other Than New York

Clinical practice credentials vary based upon jurisdiction of practice. It is required that clinicians have the required credentials to legally practice as an SLP in their physical location/jurisdiction of practice, as well as in the physical location of any clients they may see virtually.

If graduates are considering practice with clients in a different jurisdiction, whether in person, or virtually, they must ensure they meet the credentialing requirements of the specific jurisdiction(s). Additional information regarding specific requirements can be found by

contacting the credentialing body in the jurisdiction, and/or when applicable, by utilizing ASHA and Audiology and Speech-Language Pathology Interstate Compact (ASLP-IC) resources.

Information about the ASLP-IC can be found at this website: [ASLPCompact.com](https://www.aslpcompact.com)

ASHA's Resource for U.S State and Territory Requirements and the State Affairs Team, can be found here:

<https://www.asha.org/advocacy/state/State-by-State>

ASHA's Resource for Audiology and Speech-Language Pathology Associations Outside of the United States can be found here:

[https://www.asha.org/members/international/intl_assoc/Audiology and Speech-Language Pathology Associations Outside the United States](https://www.asha.org/members/international/intl_assoc/Audiology_and_Speech-Language_Pathology_Associations_Outside_the_United_States)

ASHA's Career Portal page on working abroad, can be found here:

[https://careers.asha.org/Getting-The-Job/Working-Abroad/Working Abroad](https://careers.asha.org/Getting-The-Job/Working-Abroad/Working-Abroad)

Additional information regarding credentialing is also included in SLP 5210 course content.

Conclusion

In summary, the faculty and staff of the M.S. SLP Program at Molloy, and the Communication Sciences and Disorders Department welcome each new student to the program. We look forward to getting to know each of you and playing a role in each student's individual journey.

We hope this handbook and the associated M.S. SLP Canvas course, will serve each student well throughout their time in the program. The program is rewarding and rigorous. Familiarizing oneself with the program's requirements and available resources is integral to success, as is the timely communication of any concerns or difficulties.

Please be sure to read the handbook thoroughly, review the handbook appendices on the following pages, and sign and submit any required paperwork. Please reach out to the program director or any of the other staff and faculty available to you with any questions.

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

Appendix A

**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

Appendix B

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 me 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

Appendix C

**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.

Appendix D

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

Appendix E

Affiliated Practicum Facilities
(Listed below is a sample of sites. The full list of affiliated sites grows regularly.)

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.

Thesis Policy for Master's in Speech-Language Pathology:

Completion of a thesis project in place of a comprehensive exam requires submission of a proposal, IRB approval, oral defense of the proposal, an oral presentation at project completion and a written paper.

1. Timeline

In order to complete a thesis, a student must complete the Thesis Form, indicating the desire to complete a thesis project in place of the comprehensive exam.

a. Completion of the thesis form

- i. Student should meet with The Graduate Program Director of The M.S. Speech Language Pathology prior to submitting the form.
- ii. The form will need to be submitted by the first week of December of the student's 1st semester

b. Formal assignment of faculty mentor should be completed by December of year 1 of graduate study

The process will involve the following:

- i) Identification of potential mentors by Associate Dean
- ii) Meeting with potential mentors
- iii) Assignment of one Master's thesis mentor who will be responsible for guiding the student through the course of the development, execution and completion of Master's thesis

(If a student is strongly considering the thesis option it is recommended that the individual complete the form and contact a faculty member in order to discuss their project within the first 2 months of the first semester, This will enable the student to use SLP 550 in order to develop the master's thesis.)

c. Thesis content

- i) It is expected that a proposal will be completed by March of 2nd (Spring) Semester. Proposal should include:

1. Topic, question(s), literature review, methods
2. Mentor is required to approve the proposal prior to IRB submission
3. IRB approval should be attained by May of first year of the Master's program
4. Proposal defense by student- in the presence of mentor & Associate Dean- June first year

- ii) Data collection – prior to start of 3rd (Fall) semester
- iii) Data analysis – completed by the end of 3rd (Fall) semester
- iv) Oral presentation of thesis will be completed by March 1 of 4th (final) semester (prior to comprehensive exam). Presentation will be made to all faculty in the CSD Department.
- v) Submission of final paper – to be submitted to faculty mentor 2 weeks prior to the oral presentation and to the Associate Dean 1 week prior to the oral presentation during the 4th (final) semester.

2. **Quality:**

The faculty mentor guiding the student carrying out a thesis needs to ensure that the thesis study that is developed:

- a) Meets the level of demands for a Master's degree
- b) Is different (i.e., more rigorous than) from an undergraduate senior research paper
- c) Is different (less involved) from a PhD dissertation

In the event that a student completed an undergraduate research project, the faculty mentor should review the undergraduate senior research paper and presentation to make the determinations above.